

WORKBOOK

On the Beam



CURRICULUM

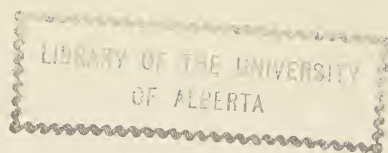
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The questions on this page and on pages 2 and 3 will help you to find out many interesting things about your Reader. Write the answers in the spaces below the questions.

1. Open your book and turn to the first picture in it. At the top of one page you will find the name of the series to which this reader belongs. On the other page the name of the book is shown in large type. These two pages make up what is called the *title* page.

On the first page of the book you will find the name of the *publisher*. The publisher employs the *editors*, chooses the *artists* who draw the *illustrations*, and makes all the arrangements to have the book printed and bound. The publisher keeps a supply of the books in his warehouse and sells them to the booksellers who, in turn, sell them to schools and others who wish to buy them.

Write the name of the publisher on the line below.

-
2. On the back of the title page you will find the names of the *editors* and *illustrators*. The editors select the stories and poems that are to be included in the Reader. Sometimes they cannot find the kind of story they want so they choose an *author* to write a story.

The names of the stories and poems in the Reader are listed in the *Contents*. You will find the contents of *On the Beam* on pages 5, 6, and 7. The title of each story or poem, the name of the writer, and the page on which the story begins are all given in the Contents.

3. The stories beginning on pages 9, 21, 42, 50, 66, 82, 100 and 285 were all written specially for *On the Beam*. Write the titles of these stories and the names of the authors on the lines below.

<i>Title</i>	<i>Author</i>	<i>Page</i>
-----	-----	9
-----	-----	21
-----	-----	42
-----	-----	50
-----	-----	66
-----	-----	82
-----	-----	100
-----	-----	285

4. Some of the stories are taken from other books. The story, *In the Berry Patch*, for example, which starts on page 112, is taken from a book written by Louisa M. Alcott. You can find the name of the book from which this story is taken at the end of the story on page 128.

Write the name of the book here -----.

From what books were each of the following stories taken?

<i>Title</i>	<i>Page</i>	<i>Book</i>
The Silver Tomahawk	30	-----
Sugar Weather	138	-----
Ginger	145	-----
The Buckskin	158	-----
Sound Signs	177	-----
Adam and The Robbers	304	-----

5. The name of the author of each story can be found in two places. What are these two places?

1. -----

2. -----

6. The stories and poems in the book are arranged in Units. Unit Eight is called *Singing Words*. Why do you think the editors gave this title to Unit Eight?

7. For five of the poems in Unit Eight no author's name is given. That is because nobody knows now who wrote these poems. Write the names of these poems and the pages on which they start.

Title

Page

1. _____
2. _____
3. _____
4. _____
5. _____

8. As you read the stories and poems in **On the Beam** you will come across many words that may be new to you. At the back of the book there is a *Glossary* in which you may find the meanings of many words used in **On the Beam**. The Glossary will also help you to pronounce these words.

Turn to page 409. Find the words *absurd* and *abundant*. Write the meaning given in the Glossary for each of these words.

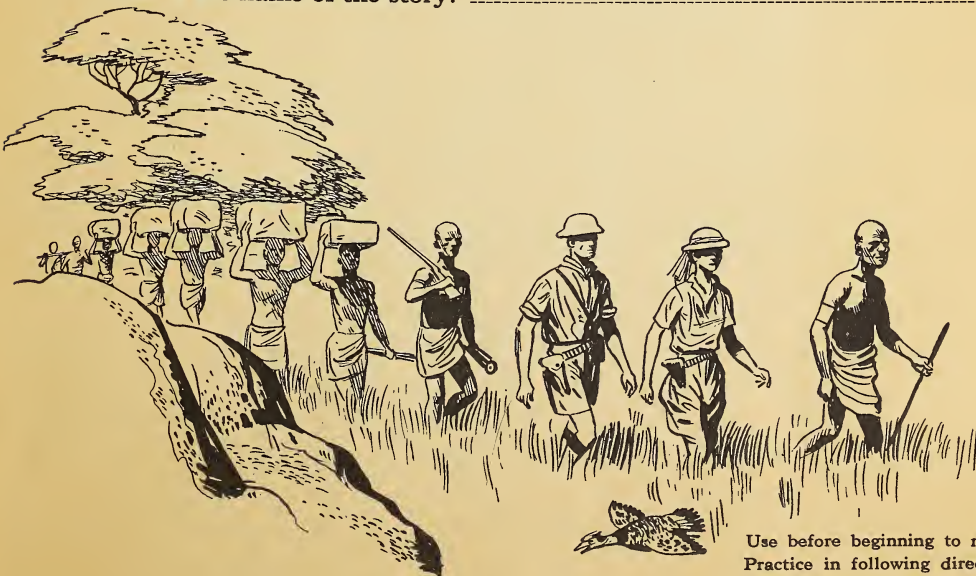
absurd (ăb serd') _____

abundant (a būn' dant) _____

9. If you meet a strange word in your reading and cannot find it in the Glossary, in what book should you look for it?

10. This picture is used to illustrate one of the stories in **On the Beam**. On what page is it found? _____

What is the name of the story? _____



Use before beginning to read *On the Beam*
Practice in following directions.

ALPHABETICAL ORDER

The following words occur in the story, *Julia'Nan*, on the pages indicated:

crumpled (p. 10)

competitors (p. 13)

consulting (p. 11)

confession (p. 14)

contestants (p. 12)

commented (p. 18)

competition (p. 12)

consequences (p. 19)

In the space at the left, arrange the above words in alphabetical order.

When words beginning with the same letter are put in alphabetical order, they are arranged so that the second letters are in alphabetical order.



If the second letters are the same, they are arranged so that the third letters are in alphabetical order, and so on.

CHOOSING THE CORRECT MEANING

Two meanings are suggested for each word in Column 1. Draw a line under the one you think is correct.

Column 1 *Column 2*

consequence { cause
 { result

participate { take part in
 { go away from

punctual { on time
 { late

annual { monthly
 { yearly

interview { confession
 { consultation

Column 1 *Column 2*

acknowledge { make known that one
 { has received
 { be ignorant of

poring { reading a book
 { running milk into a
 { glass

competition { contest
 { conference

consult { compete
 { interview

urgent { demanding immediate
 { attention
 { quite important

FINDING MISSING WORDS

privilege	enthusiasm	students
acknowledge	consequence	competitors
qualify	urgent	literary
information	responsibility	favourite
punctual	contestant	renewed
audience	participation	library

From each of the following sentences a word is missing. The missing word will be found in the list above. Find the word and write it in the space provided.

1. In order to _____ for the next grade you must do good work this year.
2. John showed great _____ for hockey.
3. Is it your parents' _____ or yours to see that your homework is done?
4. It was a great _____ to be allowed to go on the trip to Ottawa.
5. Ask the doctor to come quickly; this call is _____.
6. The student is in the library looking for _____ about Africa.
7. The time of the interview was nine o'clock and the student was _____.
8. The child was ill as a _____ of not having enough vitamins in his diet.
9. One should always _____ a social invitation promptly.
10. Your library card is a year old; you should have it _____.
11. The students enjoyed their _____ in the contest.
12. The _____ listened to each speaker with close attention.
13. The pupils searched the books in the _____ to find the information they required.
14. Jean's mother says Jean is very _____ because she is always poring over books.
15. Jack's motive for consulting his grandmother was to find out if she was making his _____ dessert.
16. Mary sang so well at the music festival that she got higher marks than any of her _____.
17. The competition was open to all _____ under fifteen.
18. The applause of the audience was deafening as each _____ appeared.

THE PUBLIC SPEAKING CONTEST

When I got to the town hall I found a number of children from the schools of Pittsfield Township participating in a public speaking contest. This contest was an annual affair, held every autumn, and a great social occasion as well.

The contestants spoke amidst a colourful display of fruits, vegetables, and autumn flowers. Each competitor was greeted with deafening applause by the audience, and soon lost his feeling of nervousness when he saw the friendliness in the faces of his listeners.

Susan, a twelve-year-old farm girl, spoke with spirit and enthusiasm of the great advantages of life in the country. Jerry, a chubby seven-year-old, expressed his views on the care of his favourite breed of dog, the Irish setter. George, an experienced fisherman of eleven, commented on this absorbing pastime, and acknowledged that his own blooming complexion and bulging muscles were the consequences of the vitamins in a fish diet.

As she was making her speech, Elizabeth frequently consulted a crumpled scrap of paper on which she had scribbled some notes. Although she had not prepared her speech very well, she dispensed a fund of information on the growing, cooking, and serving of vegetables.

The judges had a great responsibility to decide fairly which speaker was best. After consulting together, they eliminated several contestants who did not know their subjects very well, and at last the winner was chosen.

First prize—five dollars in cash—was awarded to Fred. He stood squarely on both feet, smiled with friendliness at the audience, and spoke clearly. His subject was a literary one, and his speech showed that he was at home in a library. He spoke of his favourite books and the pleasures to be gained from reading. He told of the urgent need for a better library in his school and he spoke of the great privilege of belonging to the Public Library. He said cheerfully, in conclusion, "You can have your comics and your radio programmes if you like—but give me a good book every time".

When he received the prize, he acknowledged it with thanks, and said he was going to take it straight to a bookshop.

Write the words that answer the following questions in the column at the right.

1. What word tells that the competition was held every year?
2. What word tells that it was an enjoyable gathering of people?
3. What word shows that the clapping was loud?
4. What word shows that Susan enjoyed country life?
5. What word tells that Jerry likes Irish setters best?
6. What word shows that George loved fishing?
7. What words show that Elizabeth had not been very careful or tidy in the preparation of her speech?
8. What word tells that some of the speakers were not considered as possible winners?
9. What word tells that Fred's subject was about books?
10. What word emphasizes the need for a better library?
11. What word shows that it is something to be grateful for to be able to join a Public Library?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

WORKING WITH WORDS

The following words are found in *Julia'Nan* on the pages indicated:

reference (p. 11)

competition (p. 12)

punctual (p. 13)

privilege (p. 13)

responsibility (p. 13)

nicknamed (p. 13)

information (p. 14)

participation (p. 14)

enthusiasm (p. 15)

acknowledge (p. 19)

qualify (p. 19)

moments (p. 20)

- | | |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Find the words in the book. |
| <input type="checkbox"/> | Read the sentences in which the words are found to make sure you understand what they mean. |
| <input type="checkbox"/> | In column 1 below write the words in alphabetical order. |
| <input type="checkbox"/> | In column 2 rewrite the words, placing words with three syllables first, then words with four syllables, then words with five syllables. |
| <input type="checkbox"/> | In column 3 write the words again, dividing them into syllables. |
| <input type="checkbox"/> | Mark the accented syllables (column 3). |
| <input type="checkbox"/> | Mark the vowels to show whether they are long or short. (column 3). |
| <input type="checkbox"/> | Draw a line through all the silent vowels (column 3). |

Column 1

Column 2

Column 3

This image shows a blank, aged, cream-colored page, possibly a ledger or notebook page. The page is ruled with horizontal lines, and there are three vertical lines that divide the page into four columns. The paper has a slightly textured appearance and some minor discoloration or foxing, characteristic of old paper. The ruling lines are dark and evenly spaced. The overall layout is clean and organized, typical of a professional or academic record-keeping document.

- ✓ Put a check mark in each square if you have completely followed directions.

ANNA'S SURPRISE

In your reader, **On the Beam**, turn to the story, *Anna's Surprise* on page 21. As you re-read the story, answer the questions below.

1. In what sentence do you get the first hint that Anna expects the mailman to stop to-day? Write the sentence. _____

2. What sentence on page 21 shows that Anna was hopeful and not easily discouraged? Write the sentence. _____

3. What words on page 21 tell us that Anna had a great deal of pleasure all by herself in thinking of the effect of the surprise on the other children? _____

4. What words on page 22 first suggest that the story took place in the spring? _____

On page 25 you will find another group of words that tell us it is spring. Write the words here. _____

5. Anna was absent-minded and dreamy at times, but she also had an excellent memory. Find a sentence on page 23 that proves she had a good memory. Write the sentence here. _____

6. What is the second paragraph on page 26 about? _____

What is the subject of the third paragraph? _____

What topic is discussed in paragraph four? _____

What is paragraph five about? _____



7. Close your Reader. In two or three sentences, *using your own words*, describe each of the four seasons on the prairie.

Winter

Spring

Summer

Autumn

8. "What was that down the road? Was it? . . . It was! Jan Novak at last!" The author might have expressed it in this way: "Anna looked out the window again, and this time she saw Jan Novak coming."

Which do you think is the better way to say it? Why? _____

9. After trying three times to rescue the boy who had fallen through a hole in the ice I was at last able to reach him.

The sentence above contains a short story. Tell the story more *vividly* by writing it in a few short sentences.

10. Was Jan Novak, the mailman, a pleasant person or an unfriendly person? Give reasons for your answer.

11. When Anna asked in surprise, "How did you guess I had a secret?" Andrew and Nanka laughed. How did they know Anna had a secret?

12. We feel that this schoolroom is a pleasant place, and that the people in it would be nice people to know. Give reasons why we feel this way.

13. Which of the following do you think Anna might be when she grows up? doctor, hairdresser, musician, writer, artist, waitress, factory worker, teacher, nurse, housewife. Give reasons to support your opinion.



WORDS BEGINNING WITH "P"

The following words, all beginning with p, are found in the stories *Julia's Nan* or *Anna's Surprise*.

presence
prospect
private
province
probability

photograph
paragraph
pamphlet
primary

punctual
privilege
participation
prairie
poring

Choose a word from the above list that means the same as the words in brackets. Write the word in the space in the sentence.

1. (Something likely to happen)

There is a _____ of a storm today.

2. (Expectation)

The _____ of making a fortune kept him hard at work every day.

3. (Being in a place)

The boy was shy in the _____ of his grandfather.

4. (Picture taken by a camera)

The soldier carried a _____ of his children in his pocket.

5. (Small book with paper covers)

The salesman gave everyone who came to the exhibition a _____ advertising radios.

6. (First in order)

John is six years old and is in the _____ class at school.

7. (A group of sentences all about one subject)

Each pupil wrote a _____ describing the school building.

8. (Not public; belonging to one, or to a few)

This garden is _____ property so we must stay out.

9. (Large area of flat land with no trees)

Large quantities of wheat are grown on the western _____.

10. (Division of this country)

The tenth _____ of Canada is Newfoundland.

11. (Reading intently)

We found Jane _____ over a book.

12. (Taking part in)

The girls and boys enjoyed their _____ in the quiz contest.

13. (Something to be thankful for)

It is a great _____ to be able to borrow books from the Public library.

14. (To be on time; not late)

The concert starts at eight o'clock and we must be _____ if we want to get a seat.

DIFFERENCES

1. What is the difference between a festival and a flamingo?

A festival is _____

A flamingo is _____

2. What is the difference between a photograph and a paragraph?

A photograph is _____

A paragraph is _____

3. What is the difference between a crate and a crocus?

A crate is _____

A crocus is _____

4. What is the difference between a paragraph and a pamphlet?

A paragraph is _____

A pamphlet is _____

5. What is the difference between an illustration and a photograph?

An illustration is _____

A photograph is _____

6. What is the difference between indigo and azure?

Indigo is _____

Azure is _____

7. What is the difference between a rhyme and a rhythm?

A rhyme _____

A rhythm _____

8. What is the difference between presence and absence?

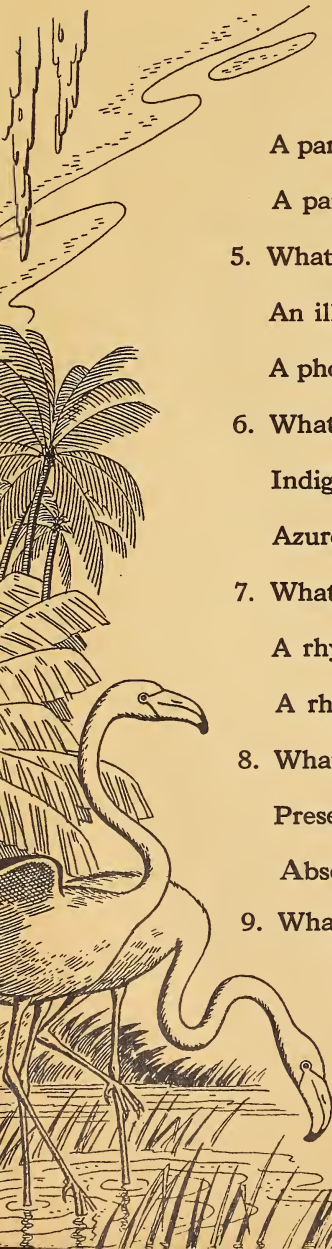
Presence means _____

Absence means _____

9. What is the difference between sauntering and concentrating?

Sauntering means _____

Concentrating means _____



“IN” AND “UN”

indigo	insure
inadequate	include
interview	inexpensive
information	indeed
inattention	inactive
interest	incredible
infrequent	intruder

The words at the left begin with the syllable, *in*. The *in* sometimes means “not” but not always. Put a circle around *in* where it means “not”

List below, in two columns, words beginning with *in* where “in” does not mean “not”.

The words below all begin with the syllable *un*. In some of the words *un* means “not” but not in all.

uniform	unsuspecting	underneath	unload
unravel	unsteady	uncover	unhorse
undertake	understand	underwear	uneasy
unfortunate	unbelief	unhappy	unlace
unconscious	unreasonable	unsafe	undress
unaware	undergo	unlike	unkind

Write the words beginning with *un* in the proper columns below.

In these words *un* means “not”.

In these words *un* does not mean “not”.

THE SILVER TOMAHAWK

1. Explain: vague _____
chapel _____
dormitory _____
master _____
brecks _____

2. Five sentences from the story *The Silver Tomahawk* are written below. Following each sentence are three other sentences, one of which states in another way the meaning of the quotation from the story. Put an X in front of the sentence that means the same as the sentence in quotation marks.

- (a) "He would collect for wear and tear on that bear-trap in a few minutes."

He would make a profit on what he sold the boys.

He knew the boys would break the trap and would have to pay for it.

He was going to charge the boys for playing with the trap.

- (b) "He caught sight of a school sweater on the far side of the bob."

A school sweater was hanging on the side of the bob sleigh to dry.

Another pupil from the school was on the far side of the bob.

The driver had stolen a sweater from the school.

- (c) "Carr squatted down again, a little embarrassed at his own excitement."

Carr was a little ashamed because he had shown so much enthusiasm for Canadian history.

Carr sat down because he was happy and excited.

Carr was so excited he did not know what he was doing.

- (d) "Adams's little store presented a sight to make every boy's pulse tingle."

The sight of Adams's store frightened the boys.

The things in the store aroused the boys' interest.

The goods in the store were displayed in such a way as to attract school boys.

- (e) "He may be looking for you to tack your hides on the barn."

He intends to give you a good scolding.

You are going to be locked up in the barn.

He will skin you alive and nail your skin up on the wall of the barn.

3. Who were the *Coueurs de Bois*? _____

4. Explain "the father says his beads". _____



5. Stephen Durrant said, "History is dull stuff". Do you agree or disagree with Stephen's statement? In the space below write your arguments in support of the point of view you take on this question.

6. The author makes us see the interior of Mr. Adams's hardware store by telling us a number of things that we would see there. In the space below, make a list of the details the author gives in describing the hardware store.

7. Imagine the interior of a grocery store that you know. In the space below write the names of the things you would see in this grocery store. Then write in your exercise book a brief description of the grocery store you have imagined.

8. What details does the author give that make the figure of Mr. Adams clear to us?

9. (a) The boys at Mapleridge were allowed a great deal of freedom, but there were certain places where they were not allowed to go. These places were said to be "out of bounds". Gerald and Stephen broke a rule of the school by going out of bounds. Can you suggest any other way in which they might have had their visit to the hardware store without breaking a rule?

(b) What do you think of the way the principal of the school handled their offence? Was he too easy on them? Give reasons for your answer.

(c) What action did the headmaster take to see that the rules regarding bounds were obeyed?

(d) Do you think Gerald and Stephen were likely to break bounds again? Quote from the story in support of your answer.

10. The language used by Mr. Adams was very expressive, but it was not the language of an educated man. Rewrite the two speeches below in the form that might be used by an educated person.

“Now you take that there axe. She’s a jim-dandy. Just heft her.”

“It’s just like I says to a fellah yesterday. ‘Don’t make no better axes than this here’ I says to him. And I guess he’s cutting trees as slick as a whistle to-day.”

LONG AND SHORT VOWELS

Mark the accented syllable in each of the following words. Then show whether the vowel sound in the accented syllable is long or short.

<i>Example:</i>	pōst' age	lēt' ter	
un for tun ate ly	im pro vise	do na tion	
lib er a tion	bat ter y	pab lum	
el ec tric i ty	reg i ment	dec or ate	
par al ys is	at trac tive	in fan tile	
ex ped i tion	en close	gym nas ium	
des tin a tion	per miss ion	fan tas tic	

SIMILAR MEANINGS

After each of the words printed in capitals four words or phrases are printed in small type. Three of the words in small type have a similar meaning to the word in capitals. One word has an entirely different meaning. Draw a line through the word that has a different meaning.

HASTY	—hurried, speedy, pudding, rash
ACCUSTOMED	—used to, familiar with, well-known, unfamiliar
INTERRUPTION	—connection, break, intervention, hindrance
MERRY	—blithe, gay, serious, joyous
APPRISE	—deny, inform, tell, teach
DESOLATE	—bleak, barren, forsaken, pleasant
EFFICIENT	—effective, careless, capable, well-done
VISITATION	—absence, call, visit, inspection
INDICATE	—show, hide, point out, suggest
PERFORM	—do, act, forget, carry out
PRECIPITOUS	—steep, horizontal, nearly vertical, like a precipice
SYMPATHY	—dislike, pity, compassion, being sorry for

CAUSE AND EFFECT

The reason for something happening is called the *cause*. What happens because of the cause is called the *effect*.

The following sentences contain a *cause* and an *effect*. Draw a line under the cause.

Example: There was so much to remember that he felt confused.

1. He couldn't go exploring in the woods because his shoe-packs had not arrived.
2. He walked further than he intended so he tried to catch a ride home.
3. Having caught sight of a school sweater on the bob-sleigh he decided to jump on.
4. Something about the way he said it made Stephen look at him.
5. Gerald sat down being embarrassed at his own excitement.

In the following sentences draw a line under the words that tell the effect.

1. Gerald was very happy for he had his knife and hatchet.
2. The sleigh was full of straw dust which made Stephen sneeze.
3. At the back of the hall someone sneezed and Gerald and Stephen started guiltily.
4. They sprung the bear trap by tossing a heavy bolt on the bait pan.
5. Gerald didn't dare to move for fear he would be discovered.



1. There are four parts to this story.

The first part tells of David's loss of his canoe and how he employed himself as he sat alone on the shore of the lake.

In the second part, David's canoe is returned to him, and he acquires a new friend, with whom he paddles around the lake.

The third episode tells of the rescue of Barbara Ann, and the gratitude of the baby's father.

The last part tells of a plan David thought of for Jack's future.

2. The second part begins at line page

3. The third episode begins on page Write the sentence that introduces the third episode.

4. The fourth part begins with the second last paragraph on page 63. What is the most important sentence in this paragraph?

5. If this story was made into a movie, which of the parts would make the most exciting scene?

NEXT DOOR NEIGHBOURS

1. "If he had known that the painter was frayed he would not have tied it to the branch of a tree Why hadn't Mr. Franklin told him the rope was nearly worn through!" (Second paragraph, page 50)

Print the letter T in the square in front of each statement you think is true. Put an X before each statement you think is not true.

- ☐ David should have noticed that the painter was frayed.
- ☐ It was Mr. Franklin's fault that David lost the canoe.
- ☐ The canoe got away because David was careless.
- ☐ Mr. Franklin should have warned David about the frayed painter.
- ☐ It was David's responsibility to see that nothing happened to the canoe.
- ☐ It was unfair to blame Mr. Franklin for the loss of the canoe.
- ☐ It was Mr. Franklin's responsibility to see that nothing happened to the canoe.

2. "As the boy watched, the riderless *craft* seemed to hesitate for a moment. . . .

The canoe swung out, turned, and disappeared beyond the wooded point".

The Dictionary defines *craft* as follows:

craft (kraft) 1. skill 2. clever deceit, being sly 3. a trade or art requiring skilled work 4. members of a skilled trade 5. vessel, boat or boats, ship or ships.

What is the meaning of *craft* as used in the sentence above?

3. "What a senseless waste of time it was going to be just staying here! He hadn't a single thing to do—or had he?"

What two things did David find to do?

1. _____

2. _____

4. "Mr. and Mrs. McAllister listened intently as David poured out his story and added his final suggestion". (last paragraph page 63).

What was David's "final suggestion"?

FINDING CLUES

"David stared at his friend, as the realization of the full meaning of the simple statement dawned upon him." (Middle of page 63)

It had not occurred to David before this point in the story that his new friend Jack was an Indian boy. But there are a number of clues on the pages that go before that would suggest to the careful reader that Jack was an Indian. Find as many of these clues as you can.

Page 53

1. _____
2. _____
3. _____

Page 54

1. _____

Page 57

1. _____
2. _____

Page 58

Page 59

Page 60

Page 63

HOW DO YOU KNOW?

1. David stood on the lake shore gazing ruefully across the water.

What word in this sentence shows that David was sorrowful? _____

2. As the boy watched, the riderless canoe disappeared beyond the wooded point.

What word shows there was no one in the canoe? _____

3. Finally, David stopped whittling the better to concentrate.

What word shows that the boy was thinking hard? _____

4. It's an old deserted gold mine, but it's no fun at all. I tried going down this morning.

What word shows that the gold mine wasn't used any more? _____

5. Barbara sat on the ledge of rock, unaware of any danger, chuckling to herself at the feat she had accomplished.

What word shows that Barbara did not know she was in danger? _____

6. Gerald had vague impressions of classes; of masters; of the comforting chapel service; of nine boys in his dormitory.

What word tells that Gerald's ideas about his school were not clear? _____

7. Gerald sat in the chapel, gloating at the thought of his fine new hatchet, and the knife in his locker.

What word shows that Gerald was pleased? _____

8. A funny little cough from Nanka brought Anna's thoughts back to her school work. That was a private signal agreed upon by the girls. It was to be used whenever Nanka noticed that her friend was absorbed in one of her long day-dreams.

What word shows that only Nanka and Anna understood the meaning of Nanka's cough? _____

9. David made a flag of his handkerchief and set it at the water's edge, hoping that someone would notice it and come to see what it meant. Rather a remote chance, that was, and David knew it.

What words show that David's flag was not likely to be noticed? _____



Sometimes you can tell what a word means by the way it is used in a sentence. Read each sentence below; then write on the line below the sentence what you think the italicised word means.

1. Charlie had worked very hard all day hoeing weeds from his garden, digging in the soil, and transplanting seedlings. When darkness came he was very tired from his *exertions*.

2. It had rained for many days and the ground was very *soggy*.

3. This *annual* concert had been held on the same date for many years.

4. James arrived *punctually* on the stroke of eight.

5. The temperature dropped to below freezing during the night, and as a *consequence* the water in the pan was frozen.

6. The letter fell through the *slot* in the door.

7. Mary's friends made *donations* of clothing to send to needy people in Europe.

8. George saved up his money and finally *acquired* a new hockey stick.

9. The boys helped each other with their homework which proved to be of *mutual* benefit.

10. The children enjoyed the party and all joined in the games with *enthusiasm*.

11. I felt very sorry and *acknowledged* that it had been all my fault.

12. Our guide was so *vague* about directions that we soon lost our way.

13. The poor old woman was lonely and homesick and *yearned* for her native land.

14. The soldiers had *resisted* the attack for days before surrendering.

15. John's new radio proved to be a *consolation* for being sick in bed.

16. We had to cross the river, so we *improvised* a bridge made of logs.

17. The aeroplane can take the shortest route to reach its *destination*.

18. The escaped prisoner's story was so *fantastic* that no one believed him.

LEARNING TO PRONOUNCE WORDS

Co., company. Jones and Co. means Jones and Company.

coarse (kôrs), 1. not fine; thick. 2. rough; as, coarse cloth. 3. crude; vulgar; as, coarse manners.

co coa (kô'kô), 1. a powder made from the seeds of the cacao tree. 2. a drink made from this powder.

coins (koinz), more than one coin. A coin is: 1. a piece of metal stamped by the government for use as money. Pennies and quarters are coins. 2. metal money.

college (kol'ij), 1. a school that gives degrees. 2. the buildings and grounds of a college.

copied (kop'id), is formed from copy. See copy.

copy (kop'i), 1. a thing made to be just like another; a thing made on the model of another. 2. something set or used as a pattern or model. 3. make a copy of, or imitate. She copied my hat. 4. one of a number of books, etc., made at the same printing.

cords (kôrdz), more than one cord. A cord is: 1. a measure of cut wood. 2. a thick, well-made string; very thin rope. 3. a structure in an animal body that is like a cord. The spinal cord is in the backbone.

hat, âge, câre, fâr;
oil, out;

let, bē, tērm;
cup, pût, rûle, ūse;

it, ĭce;
takən;

hot, ôpen, ôrder;

101

Here is part of a page from a dictionary.

The plan used in the dictionary to indicate the sounds of the vowels is shown at the bottom of the page below the long horizontal line, and just above the number 101. This plan is part of the *Pronunciation Key*.

From this key you can tell that if the vowel 'o' in a word is short, no mark is used above the o but it is to be sounded like o in *hot*.

Long o is shown thus ô like in open.

The letter o with the mark ʌ above it is sounded like o in ôrder.

Find the word *copy*. Note that it is pronounced (kop' i). We can tell that 'c' is sounded like k; 'o' is short as in *hot* and 'y' is sounded like i in *it* (short i).

Find the word *cocoa*. Notice that both o's are long; the c's are both pronounced like k and the 'a' at the end of the word is silent. How can you tell?

Notice that vowels pronounced like 'e' in *taken* are shown by an e upside down (ə).

Using the pronunciation key show the pronunciation of the following words:

coarse ()	cascade ()	seldom ()
home ()	money ()	frighten ()
refuse ()	inside ()	astonish ()
chapel ()	abruptly ()	twenty ()
hatchet ()	striding ()	minute ()

Here are the Indian names David McAllister used. You will find them on pages 52 and 53 of *On the Beam*. Can you pronounce them all?

Kennebecasis (ken' ne be cās' is)	Kitimat (kit i mat')
Miramichi (mir ä mi shē')	Kemano (kəm a' nō)
Passamaquoddy (pas sa ma quo' di)	Kispiox (kis' pē ox)
Manitowaning (man i tō wän' ing)	Kitsum Kalum (kit' sam kâ' ləm)
Timagami (tim ä' gam ē)	Kitselas (kit sâ' ləs)
Nottawasaga (not ta wä sâ' gä)	Kissequekla (kis sa quek' la)
Skeena (skē' nä)	Oolichan (ü' li kam)

*Adapted from *Your Spelling Dictionary* in the Grade 6 book of *The Canadian Speller*. W. J. Gage & Co.
Use after page 64.

WORDS THAT LOOK ALIKE

In the sentences below, there are two words in brackets which are somewhat similar in appearance. One of the words could not properly be used in the sentence. Draw a line through the word that is incorrect.

1. The doctor gave me some medicine to clear up the (affection, infection) in my throat.
2. Jim's father has just bought an (expensive, extensive) new car.
3. The trees all appeared (stinted, stunted) owing to the dry climate.
4. To-day we (transplanted, transported) all the little seedlings from flower pots into the garden.
5. All the boys in that family have (ambitious, ambitions) to go into the navy.
6. John's mother (approved, reproved) him when he failed to do his homework.
7. Charlie's (extortions, exertions) made him a successful gardener.
8. During the summer the cottage (required, acquired) a new coat of paint.
9. Charlie went out to his garden early and soon he was (playing, plying) his hoe.
10. The tall weeds soon (throttled, bottled) the parsnips.

In the blank space in the second sentence of each pair, write a word which is similar to the italicized word in the first sentence.

Example: The animals were very *active*
The animals showed great *activity*.

1. { He will send us a *communication*.
He will _____ with us.
2. { Charlie was a very *industrious* man.
Charlie showed great _____.
3. { Who will be our *benefactor*?
Who will _____ us?
4. { There is a *continuous* showing of the picture in the theatre from 9 A.M. until midnight.
The showing of the picture _____ all day.
5. { Mother *furnished* the living-room with new chairs, rugs, and tables.
Mother put new _____ in the living-room.
6. { To get a good crop it is necessary to *cultivate* the soil.
_____ of the soil is necessary to get the best results.
7. { It took an hour to *elevate* the flagpole.
The _____ of the flagpole took an hour.

DIFFERENT WAYS OF SAYING "WALK"

Charlie _____ to the dresser and lit the lamp.

If you wanted to show that Charlie was lame which of these words would you use?

Write it in. rushed
 limped
 glided
 strolled

He _____ toward the end of the line waving his arms and shouting.

Write in the word that suggests that Charlie moved quickly.

trudged
stepped
paced
rushed

Charlie _____ along the rows of vegetables hoeing industriously.

Write in the word which shows that Charlie was tired from his hard work.

ran
sauntered
tramped
pranced

He watched the crowd of boys _____ over his land.

Write in the word that suggests that the boys were busy as bees.

swarm
walk
run
amble

Charlie _____ out to the truck to see Mr. Prinski's vegetables.

Write in the word which shows that Charlie was in a hurry to see the vegetables.

plodded
marched
dashed
staggered

Slowly he _____ up to his cabin and lit his lantern.

Write in the word which suggests that Charlie walked wearily.

marched
strolled
sauntered
plodded

Charlie _____ on through the mud in drizzling rain.

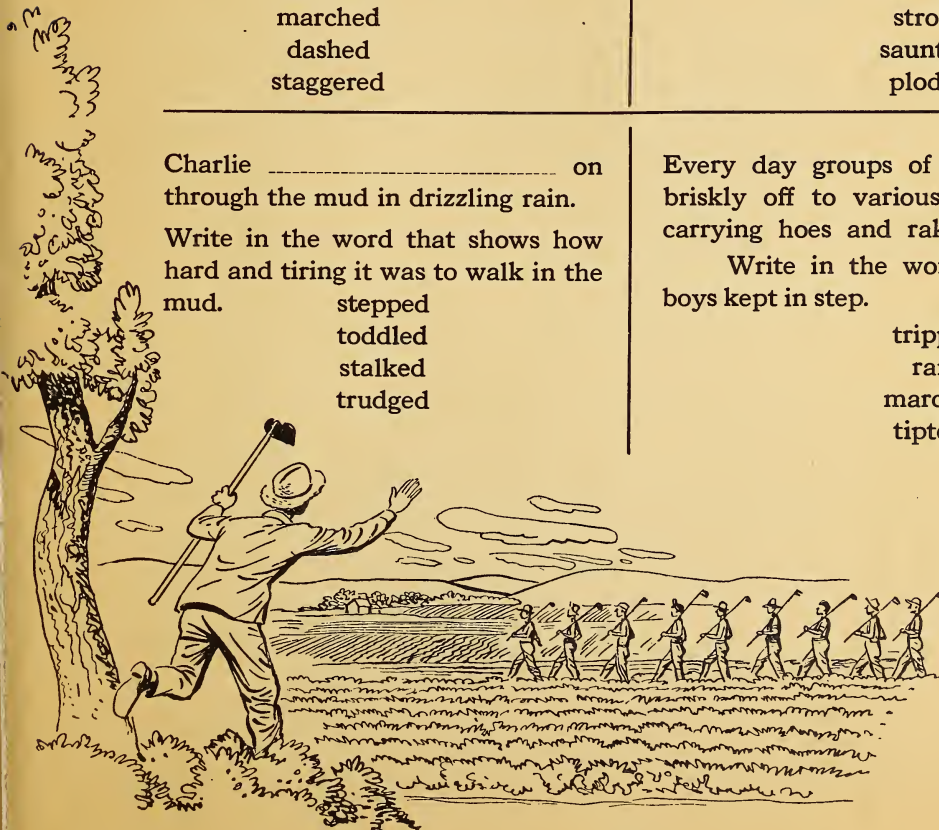
Write in the word that shows how hard and tiring it was to walk in the mud.

stepped
toddled
stalked
trudged

Every day groups of boys _____ briskly off to various parts of the Marsh carrying hoes and rakes and spades.

Write in the word that tells that the boys kept in step.

tripped
ran
marched
tiptoed



There is something wrong with the last word in each of the following pairs of lines. It does not rhyme, does not fit the rhythm and sometimes does not suit the meaning. Write a word on the dotted line that does rhyme and that fits the rhythm and meaning. The first one is done for you.

1. Charlie carefully planted some seeds
And when they grew he hoed out the vegetables. *weeds*
2. Charlie Wong had very bad luck
But he bought himself a second-hand car.
3. The doctor from Bradford had cured his foot
But Charlie still couldn't wear his sock.
4. While he sat in the shade the weeds grew tall
And he feared that his crop would be very big.
5. He sat in the shade and watched them grow
And he groaned with rage, he hated them greatly.
6. He loved his garden with its carrots and potatoes
Onions, cabbages and beets, peas, lettuce and parsnips.
7. Charlie built himself a cabin on his land
And everything to him looked particularly good.
8. Charlie's neighbours were very kind and good
To help him out they all did what they wanted.
9. Charlie felt sad that he couldn't make amends
For all the work and trouble taken by his neighbours.
10. The boys passed Charlie's place singing as they went
And Charlie wished sadly all his money wasn't saved.
11. Peter Griffin had a plan and told it to the boys
And they arranged the details with a lot of fun and talk.
12. Charlie was worried when the boys came on his place
Anger and amazement were apparent in his expression.
13. He shouted and he scolded but his words weren't understood
He seized his hoe and shook it but that didn't do much harm.
14. But the boys did all the work, then lined up and marched away
And left Charlie sitting there not knowing what to think.
15. When the sun went down not a weed was to be seen
The rows were neat and tidy and everything was dirty.
16. He went up to his cabin and he scratched his puzzled head
Then he smiled and chuckled softly as he lay down on his cot.

WORDS WITH SEVERAL MEANINGS

"Then you should say what you mean," the March Hare went on.

"I do," Alice hastily replied. "At least—at least I mean what I say—that's the same thing you know."

"Not the same thing a bit!" said the Hatter. "Why you might just as well say that 'I see what I eat' is the same thing as 'I eat what I see'!"

"You might just as well say," added the March Hare, "that 'I like what I get' is the same thing as 'I get what I like'!"

"You might just as well say," added the Dormouse, who seemed to be talking in his sleep, "that 'I breathe when I sleep' is the same thing as 'I sleep when I breathe'!"

From Alice in Wonderland

Each of the words below means at least three different things. Write the three meanings of each and a sentence, using the given word, to show each meaning. The first one is done for you.

1. a metal

iron

2. a household article for smoothing clothes
3. to smooth clothes

1. Many tools are made of iron.
2. Mother makes the clothes smooth with an iron.
3. I shall wash the clothes before I iron them.

1. _____

band

2. _____
3. _____

1. _____

2. _____

3. _____

1. _____

scale

2. _____

3. _____

1. _____

2. _____

3. _____

1. _____

bill

2. _____

3. _____



1. _____

2. _____

3. _____

1. _____

fall 2. _____

3. _____

1. _____

2. _____

3. _____

1. _____

box 2. _____

3. _____

1. _____

2. _____

3. _____

1. _____

draw 2. _____

3. _____

1. _____

2. _____

3. _____

1. _____

bit 2. _____

3. _____

1. _____

2. _____

3. _____

spring 1. _____
 2. _____
 3. _____

1. _____
 2. _____
 3. _____

bay 1. _____
 2. _____
 3. _____

1. _____
 2. _____
 3. _____

OPPOSITES

Find a word in the column at the left which is opposite in meaning to each word in the right-hand column. In the box write the number of the word with the opposite meaning.

1. elevated
2. extensive
3. gratitude
4. approved
5. abundant
6. surplus
7. activity
8. industrious
9. adequate
10. ample
11. grumble
12. poverty
13. resolute
14. exertion

- | | |
|----------------------|--------------|
| <input type="text"/> | disapproved |
| <input type="text"/> | shortage |
| <input type="text"/> | inadequate |
| <input type="text"/> | insufficient |
| <input type="text"/> | intensive |
| <input type="text"/> | inactivity |
| <input type="text"/> | ingratitude |
| <input type="text"/> | scarce |
| <input type="text"/> | lowered |
| <input type="text"/> | wealth |
| <input type="text"/> | lazy |
| <input type="text"/> | irresolute |
| <input type="text"/> | relaxation |
| <input type="text"/> | rejoice |

WORDS WITH DIFFERENT MEANINGS

You will find an italicized word in each sentence at the left. Read the different meanings of this word that are given at the right. Put the number of the correct meaning in the square before each sentence.

☐ The class gave the teacher a beautiful bouquet of flowers for a *present*.

☐ Joan was *present* when the pupils gave the teacher the bouquet of flowers.

☐ Our *present* teacher is a lady whose home is in Kingston.

present (prez' ənt) 1. at hand, not absent 2. now, at this time, this day, this year 3. a gift

☐ The soldier took careful aim, pressed the trigger, and fired the *charge*.

☐ I asked the merchant to *charge* my purchase as I had no money with me.

☐ My sister took *charge* of my baby brother when Mother went away on her holidays.

charge (chärj) 1. put down as a debt to pay later 2. duty, responsibility 3. care, to have the care of 4. to load, fill, as a gun 5. the load in a gun

☐ My friend appeared greatly *changed* after his illness. He was very thin, and seemed tired and weak.

☐ I paid for my purchase with a one-dollar bill, and I received two dimes and a quarter in *change*.

☐ The frosty weather *changed* the blue water of the lake into a broad expanse of ice.

change (chānj) 1. put some thing in place of another 2. make different, become different 3. passing from one form or place to a different one 4. small coins

☐ It seemed a long way from the *base* of the fire-ranger's tower to the top.

☐ To desert a friend who is in trouble is a *base* action.

☐ The *base* of THE FARM SERVICE FORCE was the hostel in the Holland Marsh.

base (bās) 1. the part of a thing on which the thing rests; the bottom 2. a station or goal in a game, such as baseball, hide-and-seek, prisoner's base 3. headquarters; starting place; place from which an army goes forth to fight and from which it is supplied. 4. low, mean, selfish, cowardly

☐ Charlie *banked* his savings every month.

☐ In the late autumn he made a *bank* of earth around his cabin to make it warm in winter.

☐ A huge *bank* of snow blocked the highway and covered the fences.

bank (bangk) 1. a shelf or ridge of earth 2. great mass of anything 3. ground bordering a river or stream 4. a place for keeping, lending, or exchanging money 5. to put money in a bank

THE HOLLAND MARSH

A pupil in Grade Six was asked to write an account of the Holland Marsh. After obtaining all the facts he could find he decided to divide his account into five paragraphs about the following:

1. Location of the Holland Marsh
2. The Marsh in its natural state
3. Draining the marsh
4. The people who live in the Holland Marsh
5. The crops produced



Write 1, 2, 3, 4, or 5 before each sentence below to show the paragraph to which it belongs. If a sentence is about something that does not belong in any of the paragraphs, put X before it.

..... Native Canadians do not appear to have been very successful in farming this land in early days.

..... Before the Marsh was developed the land produced little but an annual crop of marsh hay.

..... The draining of the Holland Marsh provided for a wise use of an unused tract of land.

..... The Holland Marsh is a low lying tract of land bordering the Holland River.

..... Along the nearer sides of the two drainage canals are dikes.

..... Before its development for farming purposes much of the land was under water for part of the year.

..... Potatoes grown on the Marsh are of an exceptionally fine quality.

..... The Holland River forms part of the southern boundary of Simcoe county.

..... Many of the farmers on the Marsh are of Dutch origin.

..... The waters of the Holland River were diverted into two large drainage canals which skirt the Marsh.

..... Celery produced on the Holland Marsh is greatly valued for its crispness and flavour.

..... The Holland River is about thirty-five miles north of Toronto.

..... The crop produced each year is worth several million dollars.

..... Lettuce grown on the Marsh is crisp and tender.

..... Many of the growers came from Eastern Europe.

..... A large number of settlers came from Poland.

..... The cultivated part of the Marsh lies southwest of No. 11 Highway.

..... The growers are prepared to work the long hours necessary for successful Marsh farming.

..... Cultivated land actually below the level of the water is called "polder".

..... A system of drainage canals holds the surplus water which is pumped into them by electric pumps.

..... The dikes prevent the water from flooding the cultivated land.

..... An area of 13000 acres lying between the Highway and Lake Simcoe await development.

..... There are a few Chinese and Japanese settlers on the Marsh.

..... The growers are well supplied with modern machinery.

CAMPING

1. A beautiful scene beside an expanse of lake, a white tent with a canopy of foliage overhead—that is what many people imagine to be a perfect camp site. But that is not all that is necessary. Firewood is a very important thing to consider when locating camp. No one wants to carry wood a long way, so camp should be located near an available supply of firewood. A supply of pure water for drinking and cooking is very important also. If you propose to camp near a lake avoid a sandy beach unless you like sand in your food, in your blankets, and in your shoes. It is also an error in judgment to pitch your tent under a big tree. A high wind during the night might cause disaster to the camper who has sought the shelter of a big tree. Pitch your tent, then, in the open and on high ground, if possible. Decide which way the water will flow if it rains, and locate where you will not be flooded out.

2. At bedtime be sure your campfire is out. A sudden wind might fan live coals into a blaze. Take your paddle and your axe into the tent and place them close to your bed. Porcupines love to chew the handles of axes and paddles. Have your flashlight handy where you can find it in a hurry. Be sure to take your shoes into your tent in case there should be a sudden shower before morning. If the sky is overcast and it looks like rain, close the tent flaps so that you will not be exposed to a wetting. There will be plenty of ventilation through the canvas. Finally, put all your clothes under your blankets and they will be dry for you to put on in the morning. After all these precautions you will probably wake up to see the sun shining brightly.

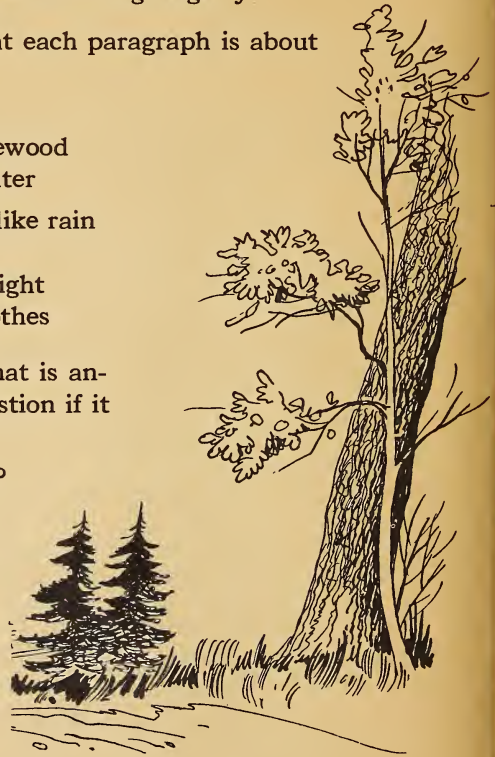
Draw a line under the phrase that best expresses what each paragraph is about

- | | |
|--------------|----------------------------------|
| Paragraph 1. | Rules for campers |
| | Locating a campsite |
| | Finding a supply of firewood |
| | Importance of pure water |
| Paragraph 2. | What to do if it looks like rain |
| | Keeping dry |
| | Preparations for the night |
| | Looking after your clothes |

Put a check mark (☒) in front of each question that is answered in the paragraphs above. Put X in front of the question if it is not answered.

- 1. What is the most nourishing diet for campers?
- 2. What are the most important things to look for in locating a campsite?
- 3. How do you build a campfire?
- 4. What should you do if attacked by a bear?
- 5. Where should you put your shoes at night?
- 6. Is it good judgment to camp under a tree?
- 7. How do you keep food from spoiling?
- 8. What should you do if sand gets into all the food?
- 9. Why should you take your axe and your paddle into the tent?
- 10. How can you prevent your clothes from becoming damp during the night?

Use after pages 82-98. Assisting comprehension.



HOW DO YOU KNOW?

1. "We hired two canoes and paddled in a leisurely way from lake to lake by way of winding river with an occasional portage."

What word tells you that the paddlers took their time and did not tire themselves out?

What two words tell that the paddlers had to carry their canoes over obstructions a few times?

2. "Even the portages were pleasant in early August, for raspberries and blueberries grew near the trail in tempting profusion."

What word tells that berries were plentiful?

What word suggests that the travellers picked and ate berries?

3. "As I sat thinking over my hurried descent from the tower, mosquitoes ascended in clouds from the marshy side of the lake."

What word means "going down"?

What word suggests rising, or going up?

4. "Nothing came out of the hollow log when I tapped it with my hatchet, so I stuck my feet in, a bit gingerly, and wriggled down into it."

What word suggests that the boy was a little frightened?

What word suggests that the hollow log was not too roomy for the boy?

5. "At the first ray of dawn I found myself in a forest no longer peopled by charred skeletons of trees but by living majestic maples."

What word shows that the trees had been burned?

What word suggests that the maples were large and impressive?

6. "In that feverish sleep, I searched unceasingly for trees to climb, hills that looked familiar, and lakes with tents set on the edge."

What word shows that the sleeper was dreaming?

What word means "without stopping"?

7. "However, fatigue dulls the thoughts, and so I wandered without proper purpose for several hours, here and there."

What word suggests that the speaker was very tired?

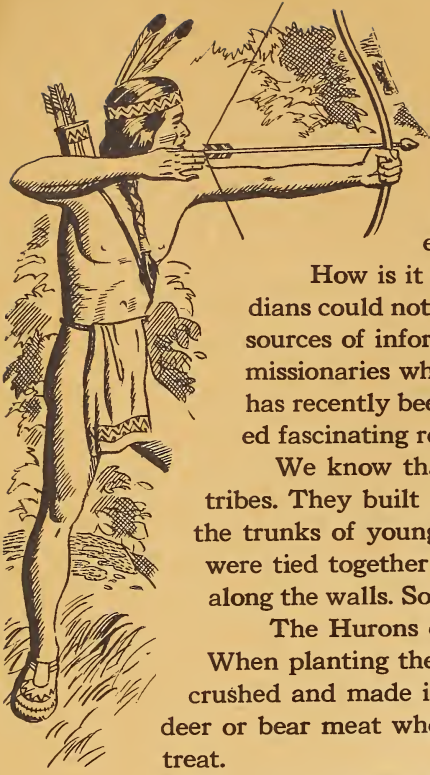
What words tell that the boy moved aimlessly?

8. "I sent a shout rolling across the water, undignified but effective, 'Help! Help! I'm lost!'"

What word shows that the shout was heard?

What word shows that the boy had forgotten his pride?

HURONIA



Huronía is the name now given to a large expanse of country located south of The Georgian Bay and extending eastward as far as Lake Simcoe. It was once the home of a proud and warlike people, the Huron Indians. The Hurons were one of the three nations of "red men" found in Eastern Canada by the first white explorers.

How is it that we know anything about the lives of these Hurons, since Indians could not write and leave any records for us to read? We have two chief sources of information. One is the written accounts of early French explorers and missionaries which describe the life in great detail. Another is the digging which has recently been done on the sites of the old Huron villages and which has yielded fascinating results.

We know that these Hurons were more industrious than some of the other tribes. They built for themselves habitations called longhouses. These were made of the trunks of young trees whose ends were driven into the ground and whose tops were tied together with vines. This was covered over with bark. Bunks were built along the walls. Sometimes as many as a hundred people lived in one longhouse.

The Hurons even attempted cultivation of the soil and the growing of corn. When planting the corn they often put a small fish in each hole as fertilizer. Corn crushed and made into a soup was a chief article of their diet. They ate fish, too, and deer or bear meat when they could get it. But meat was scarce and considered a great treat.

Hockey and lacrosse are both said to have been invented by the Hurons. Boys learned to use a bow and arrow while quite young and also to spear fish. Girls learned to pound corn into meal, carry wood and water, skin animals, dress the furs, and make baskets and pottery. The Hurons loved dancing and sometimes their dances lasted two or three days. The best dancers were considered to be those who jumped about the most energetically and made the most effective faces.

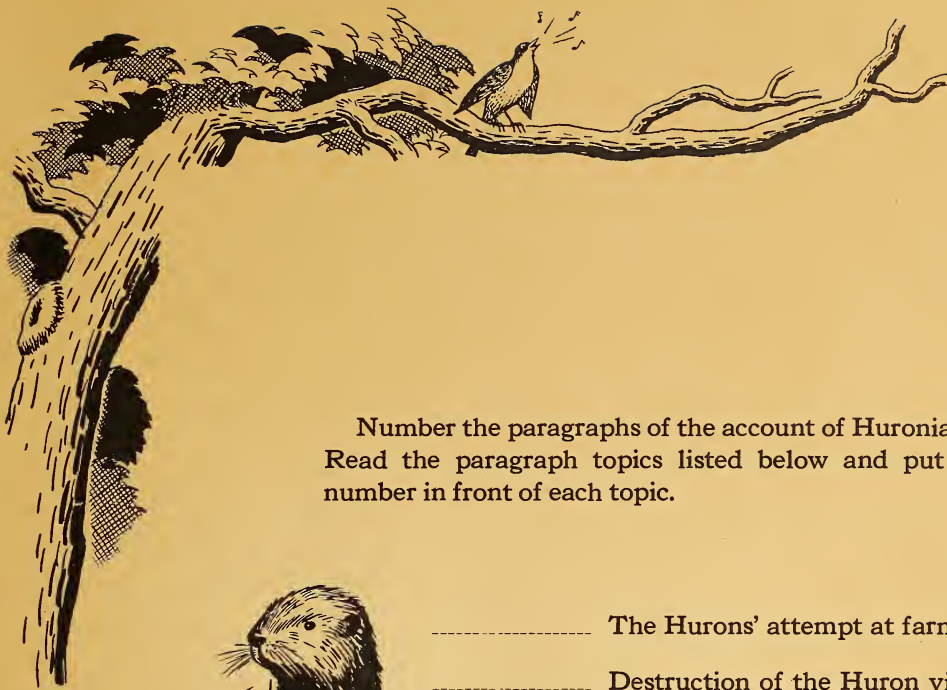
Before the white men came to Huronia in 1610, the Hurons lived in complete ignorance of iron or other metals. They chipped their implements and weapons out of rough stone. The white men brought guns and hatchets which they gave the Indians in exchange for furs.

Christian priests began their work in Huronia in 1623. At Ste. Marie, near what is now the town of Midland, there was built the first school, the first hospital, and the first experimental farm in this part of Canada. Thousands of Hurons came there every year to be taught, helped, and cured of disease.

Disaster struck the whole area in 1649 when enemy tribes (Iroquois) attacked the Hurons, burning the villages and cruelly killing the inhabitants including several of the brave priests. When they had destroyed or driven away all the Hurons, the Iroquois returned to their own country south of Lake Ontario. For about a hundred years after these attacks subsided, there were no white men at all in Huronia so we know nothing of what went on during that dark time.

About a hundred years ago people began digging up bones, tools, and weapons in the Huron country. Since 1934 expeditions from the Royal Ontario Museum have been directing the work of uncovering the places where Huron villages stood. It is now known that there were at least 400 villages in Huronia. Bone pits containing skeletons of hundreds of bodies have been uncovered. These were the burying grounds of the Hurons. As the sites of more villages are uncovered, further evidence will be brought to light. This is a very effective way of finding out about these Hurons—what dishes they used, what they wore, and how they lived.

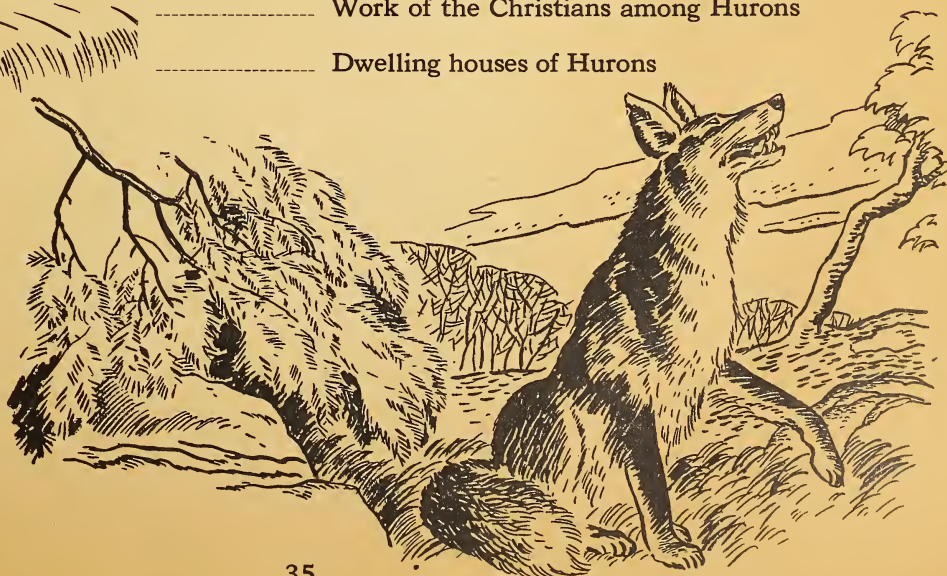
To-day a few hundred Indians living on a reservation north of Quebec city are all that remain of the once proud Huron nation.



Number the paragraphs of the account of Huronia on page 34.
Read the paragraph topics listed below and put the correct
number in front of each topic.



- The Hurons' attempt at farming
- Destruction of the Huron villages
- What and where Huronia is
- Games and occupations of young people
- Sources of information about Hurons
- Digging up of old village sites
- Introduction of metal to Hurons
- What remains of the Hurons to-day
- Work of the Christians among Hurons
- Dwelling houses of Hurons



ALGONQUIN PARK

A pupil in Grade 6 was asked to write a description of Algonquin Park. After obtaining all the facts he could find he decided to divide his account into five paragraphs about the following subjects. —

1. Size and location of Park
2. Wildlife in the Park
3. Forest fire protection
4. Summer Camps in the Park
5. Tom Thomson, Canadian artist.

Write a number (1, 2, 3, 4 or 5) before each sentence below to show the paragraph in which it should belong.

If a sentence is about something that does not belong in any of the paragraphs put X before it.

- Aeroplanes fly over the Park forests on regular fire patrol duty.
- One of the most interesting of the Park animals is the beaver.
- Thousands of tourists motor through the Park every summer.
- Most wild animals are protected but wolves are killed because they prey on deer.
- The Park contains about 5000 acres of land.
- Deer are very fearless and tame, and it is a common sight to see them feeding by the roadside.
- Three of the lakes in the Park are named Cedar, Canoe, and Opeongo.
- The Ottawa River runs roughly parallel to the northern boundary.
- The south-western tip is about forty miles east of Huntsville.
- A watcher stationed at the top of a lookout tower telephones headquarters as soon as he sees a sign of fire.
- Fishing and painting were Tom Thomson's favourite occupations.
- There are very strict rules about campfires in the Park.
- Bears often raid the camp store-houses and even the garbage dumps.
- Canoe trips through the park are the greatest delight of camp life.
- Some of his best known pictures are called Northern River, West Wind, and Jack Pine.
- Tom was an expert canoeist and a great woodsman.
- The Park is an ideal location for summer camps for both boys and girls.
- Black bears are fairly common, and grow fat on the abundant annual crop of berries.
- He is one of the best known Canadian artists.
- A programme of nature study, free to all who are interested, is carried on in the Park every summer.

EXPRESSING FEELING

Read each sentence carefully and draw a circle around the word underneath that expresses the feeling in the sentence.

1. It's one of the biggest pines I've ever seen.
disgust astonishment scorn determination
2. Sandy put on the wrong clothes, upset a chair, and made the dog bark.
worry pride suspense fear excitement
3. Sandy wrinkled up his nose as they picked their way among the oyster shells and fish heads.
joy anger pain disgust restlessness
4. Sandy could hardly speak. The figure was so beautiful!
admiration caution relief scorn pain
5. There was a deep silence as though each person held his breath.
astonishment despair suspense loneliness hope
6. Men moved swiftly and surely.
pride confidence disbelief joy fear
7. The ship-builder wiped his brow when it was over. "It's always a ticklish business," he said.
scorn surprise relief impatience fear
8. The crowd cheered lustily.
enthusiasm dismay hope helplessness derision
9. Our firm has built nearly one hundred ships and they go everywhere in the world.
shame anxiety joy caution pride
10. "No, you big silly, how could they get the ship out if they built it in the shed?"
astonishment happiness anger scorn fear
11. Nothing could turn Sandy from his purpose now.
excitement determination nervousness worry caution
12. Sandy thought nothing in the world could be more wonderful than that stately ship.
confidence caution relief surprise admiration





PETIT NORD PENINSULA

THE GOOD DOCTOR

Sir Wilfred Grenfell was an English medical doctor who came out to Newfoundland in the year 1892. He spent the rest of his life, until his death in 1941, ministering to the fishermen and their families who lived on the Newfoundland coast and along the shores of Labrador.

Every summer in his little hospital ship *Strathcona*, Grenfell sailed up and down the coast searching out the sick and injured, and gathering patients for the various hospitals. The *Strathcona* was known to every harbour on the coast. Often the little ship was badly overcrowded with sick bound for the hospitals for treatment or operation. Sometimes, in urgent cases, operations were performed on board as the ship was being tossed by the rough seas. In winter, when the harbours were frozen up and the *Strathcona* was icebound in her winter berth, the good doctor sought out the sick, travelling over the frozen country by dog team and komatik.

One winter when the doctor was at St. Anthony, a komatik came in great haste from Conch, a settlement sixty miles to the south with a message urging the doctor to come to a sick man who would die if he did not receive medical attention. While Dr. Grenfell was getting ready to answer the summons, a second komatik arrived with a message asking him to come to a boy who had broken his thigh.

The doctor visited the boy first. At ten o'clock that night, after a very rough journey through the darkness during which the dogs behaved badly, he reached the bedside of the lad, whom he found in great pain. By one o'clock in the morning the bone was set and the boy was resting well. The doctor then snatched a few hours' sleep, and at daybreak set out for Conch leaving the lad happy and comfortable.

As he proceeded he was met by a young man whose mother lay ill. The poor woman had no other relatives within fifty miles. The doctor turned aside to treat her.

He was interrupted as he went on by still another man who brought his little son for examination, a bright, healthy, blue-eyed boy three years old.

"What's the matter with him?" the physician asked.

"He has a club foot sir," was the answer. And so it turned out. The lad had a club foot. He was fond of telling his mother that he had a right foot and a wrong one. "The wrong one, mamma," said he, "is no good." He was to be a cripple for life, utterly useless—for fishing does not admit of club feet. But the doctor made arrangements for the child's transportation to the St. Anthony Hospital, where he could be cured; and then he hurried on.

For five days the doctor laboured in Conch, healing many of the folks and helping more; and at the end of that period the man he had come to see was so far restored that with new dogs the doctor set out for Canada Bay, still travelling southward. There, as he says, "We had many interesting cases." One of these involved an operation—"opening a knee-joint and removing a loose body"—with the result that a fisherman who had long been crippled was made quite well again.

Then there came a second call from Conch. Seventeen men had come for the physician, willing to haul the komatik themselves if no dogs were to be had. To this call the doctor immediately responded; and having treated patients at Conch and on the way, he set out upon the return journey to St. Anthony, fearing that his absence had already been unduly prolonged.

On the return journey, the doctor had a misadventure that might have had serious consequences.

"One of my dogs fell through the ice," said he. "There was a biting nor'-west wind blowing, and the temperature was ten degrees below zero. When we were one mile from the land I got off to run and try the ice. It suddenly gave way, and in I fell. It did not take me long to get out, for I have had some little experience, and the best advice for accidents like this sounds odd; it is 'keep cool'. But the nearest house being at least ten miles away, it meant almost one's life to have no dry clothing. Very fortunately, I had.

"The driver at once galloped the dogs back to the woods we had left, and I had as hard a mile's running as ever I had; for my clothing was growing to resemble the armor of an ancient knight more and more every yard; and though in my youth I was accustomed to break the ice to bathe, I had never tried running a race in a coat-of-mail. By the time I arrived at the trees and got out of the wind, my driver had a rubber poncho spread on the snow under a snug spruce thicket; and I was soon dry, and a great deal warmer than before."

At St. Anthony there was waiting for him a woman whose foot had to be amputated* and in two days the patient was talking of getting up. Meantime a komatik had arrived in haste from a point on the north-west coast, a settlement one hundred and twenty miles distant. The doctor was needed there; and there the doctor went!

It is no wonder that Sir Wilfred Grenfell is remembered with love and gratitude by the people to whom he devoted his life.

* Find the meaning of this word in your dictionary.

1. The story told in this selection took place in the Northern part of the Island of Newfoundland. Make a list of the places mentioned in the story and mark them on the map on page 38 by drawing a line under the name.

2. Five cases treated by Dr. Grenfell during the winter are mentioned in the story. List them below and explain in a few words the nature of each.

3. What rewards do you think Dr. Grenfell received for his labours? Write your answer below.

4. What episode in the story of *The Good Doctor* do you think called for

courage? _____

endurance? _____

skill? _____

presence of mind? _____

sympathy? _____

5. Dr. Grenfell sometimes travelled in a komatik. *Komatik* is an Eskimo word which means a sled. Sometimes the komatik is hauled by dogs; sometimes by men.

The words or expressions below are frequently found in stories about Eskimos; stories about South Africa; stories about pirates; stories about flying; or stories about sailors. Beside each word write a letter to show which kind of story you are likely to find the words in.

E—for Eskimo A—for South Africa P—for pirate F—for flying S—for sailor

Ceiling zero	<input type="checkbox"/>	veldt	<input type="checkbox"/>	cast off	<input type="checkbox"/>
igloo	<input type="checkbox"/>	walk the plank	<input type="checkbox"/>	kayak	<input type="checkbox"/>
eight bells	<input type="checkbox"/>	komatik	<input type="checkbox"/>	trek	<input type="checkbox"/>
gremlin	<input type="checkbox"/>	buried treasure	<input type="checkbox"/>	heave the lead	<input type="checkbox"/>
kraal	<input type="checkbox"/>	jolly roger	<input type="checkbox"/>	on the beam	<input type="checkbox"/>



WORDS THAT DESCRIBE

Some words *describe* things. For example The *hungry* dog ate the *juicy* meat.

In these sentences underline all the words that describe things.

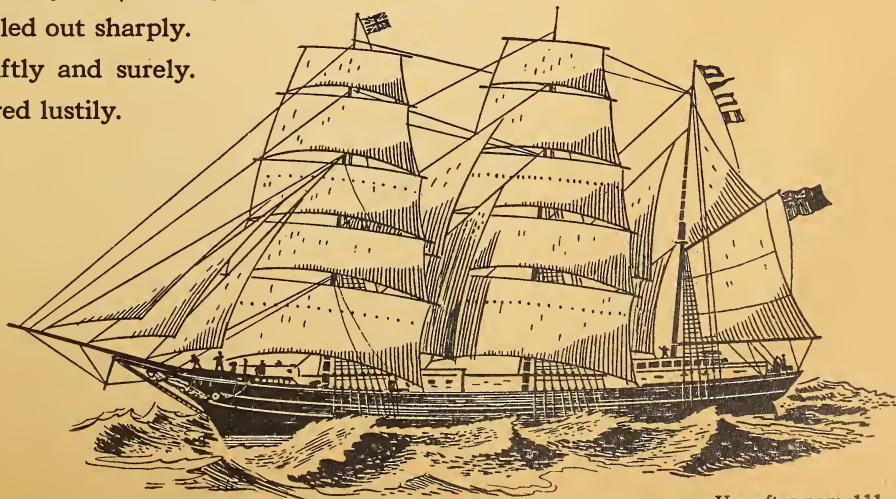
1. The trail led through the deep snow.
2. It's the biggest pine I ever saw.
3. Sandy's sister wanted little round cookies with pink frosting and coloured candies on top.
4. Sandy washed in the cold water.
5. He scrubbed himself with the rough towel.
6. The runners squealed on the icy tracks.
7. They shovelled the reddish stuff into sacks.
8. Hugh held up a slender model.
9. The ship slid down into the deep water.
10. Sandy didn't like the little yellow dogs.
11. Eels are good food.
12. There were four blue letters on white spaces.
13. The shipbuilder lifted his tall beaver hat.
14. He pictured her sailing the sea like a big white bird.

WORDS THAT TELL *HOW*

Some words tell *how* something is done. For example: He walked *quickly* along.

In these sentences underline all the words that tell *how*.

1. Sandy's father measured the pine roughly.
2. Patiently and skilfully he carved the figure-head.
3. The sled slowly moved forward.
4. Father tucked the sheepskin robe tightly around his neck.
5. The layers of wood were cunningly held together.
6. He grasped the skin firmly and pulled.
7. It came off so quickly that the boy fell over backward.
8. The foreman called out sharply.
9. Men moved swiftly and surely.
10. The crowd cheered lustily.



THE CARELESS FAMILY

Mr. and Mrs. Careless and their two children, Very and Oso, were on a motor-trip. For several days they had been driving through towns, villages, and busy farm country. They had eaten their meals at restaurants and slept in comfortable hotels at night. But one night as Mr. Careless sat back in his chair after dinner, puffing at his cigar and looking at his road map, he announced,—“To-morrow we are going to have a change. We will leave this highway and take the new road. It goes through eighty miles of woods with no towns.”

“Oh, that will be fun,” said Very, “but where shall we eat?”

“We’ll have to take our lunch with us,” replied Mr. Careless.

“My dear,” said Mother Careless, “I know what we’ll do. We’ll buy a frying pan and some eggs and bacon and build a fire to cook them at noon.”

“Hurrah,” said Oso. “Sounds like fun.”

Next morning they left the highway and plunged into the bush country. It was August and the summer had been very dry. The grass at the side of the road was brown and dry and some of the leaves of the trees were curled up and withered.

Suddenly Mr. Careless saw a deer crossing the road ahead on its way to get a drink.

“Hey,” shouted Mr. Careless, “look at the deer! Let’s stop and watch it.”

They stopped but the deer vanished quickly into the woods.

“Well, might as well get going,” said Mr. Careless disgustedly tossing his cigarette butt into the roadside.

Soon the children began to get hungry. “Let’s stop right here,” said Oso, throwing the wrapper from a candy bar out the window. “There’s a good place to build a fire.”

Mr. Careless wanted to show his family how good he was at building fires so he had the children gather a lot of wood and he built quite a large fire. When it was roaring merrily he decided it was too hot to stand over with a frying pan so he pulled a few burning sticks out, dragged them down the road a few yards and cooked the eggs and bacon there while the large fire burned itself out. The lunch was very good but it made them thirsty and they had forgotten to bring anything to drink.

“Let’s get going Dad and find a spring,” said Very, “I’m dying of thirst.”

“Well,” said Mr. Careless, “maybe we should pick up the scraps and put out the fire before we go.”

“Oh why bother,” said Oso, “the fire’s nearly burnt out now and the animals will be glad to eat the scraps.”

So this happy family climbed gaily into the car and set off to look for a spring.

Now I would really hate to tell you what might have happened if a party of campers hadn’t gone for a hike down this road that day.

They came out of the woods just where the Careless family had seen the deer. What do you think they saw and what did they do? _____

They hiked on down the road for half a mile and then suddenly they all began to run. Why? _____

What did they do here? _____

THE CARELESS FAMILY

That night when the boys got back to camp they had quite a bit to say about careless motorists. The camp leader spoke up—"How would it be if we all stopped grumbling and did something about it?"

So they did.

The next day another car full of people branched off the highway on to the new road through the bush. Suddenly the driver said, "Wait a minute, there's a big red sign saying 'Stop!' Guess we'd better see what it is. Maybe this road isn't safe."

They all got out and read the sign. This is what it said. (See if you can fill in the gaps)

STOP

Please be very careful to put out all

Please do not throw lighted on the roadside.

Please do not leave or lying about.

Thank you very much — X Y Z Campers.

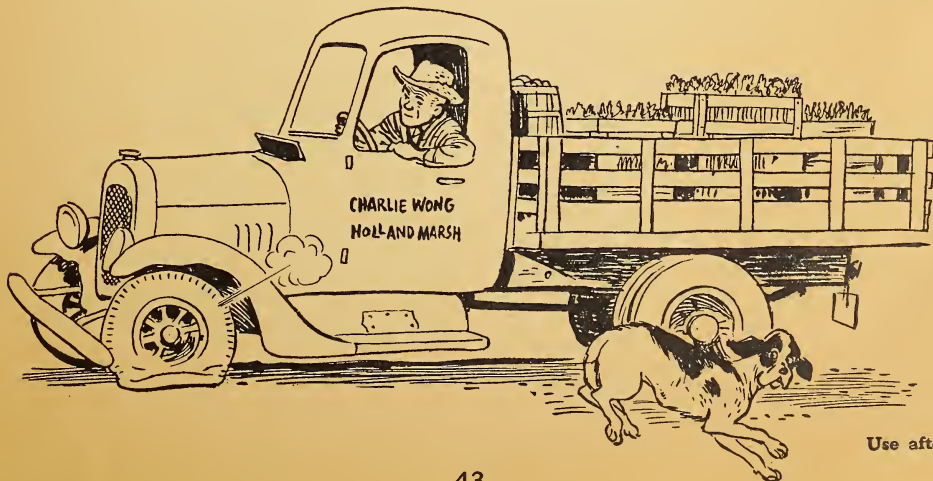
What proves that Father was Careless by nature as well as by name?

1.

2.

3.

To which story or poem does the illustration below belong?.....



Use after page 128.

GUESSING THE MEANING

You can often guess what a word means by the way it is used in a sentence. After reading each of the sentences below, write on the line what you think the italicized word means.

1. Any man might feel *timorous* if he had to find himself a bed in a hollow log on a dark night.

2. A high tower had been *erected* so that the fire ranger could see over a large area of country.

3. David *persisted* in his attempts to find the canoe although every attempt ended in failure.

4. Berries were plentiful on the bushes and Nan thought *huckle-berrying* was great fun.

5. The poor tired child *puckered* up his face and began to cry.

6. Now they were lost and Nan's sad face showed the *remorse* she felt for leading Rob away from the others.

7. The children watched the fire-flies *flitting* to and fro like winged sparks.

8. "What time of day do you suppose it is?" *inquired* Nan.

9. Nan *quailed* at the thought of a bear and she was about to turn and flee in great disorder.

10. When the children were found the mother folded Rob in her *fostering* arms.

11. The boy stared upwards at the *lofty* tree-tops.

12. The *insistent* voice of the mosquitoes kept him from going to sleep.

13. One of the children *proposed* that they should all go and hide in the cave.

14. One of the girls had some *misgivings* about hiding in the cave because it was dark and there might be animals in it.

15. Rob was almost crying and his voice *quavered* as he spoke.

16. Jane ran boldly into the cave. She was not *daunted* by the darkness or the thought of wild animals.

17. A large black form *loomed* out of the darkness moving toward them.

18. When the family realized that the children were lost they were in a great state of *agitation*. They talked excitedly and got in each other's way as they lit the lanterns.

CHOOSING THE RIGHT WORD

Each section below contains a root word and two words that are made from it by adding a syllable or two to the root word.

Number the definitions to match the words. Then choose the word that fits the meaning of the sentence and write it in the blank space.

1. explore 2. explorer 3. exploration

_____ examine carefully
 _____ a person who travels for the purpose of discovery
 _____ voyage over unknown lands for purpose of discovery

I have not been able to find my ski boots and I intend to _____ every nook until I come upon them.

1. satisfy 2. satisfactory 3. satisfaction

_____ condition of being pleased and contented
 _____ to give enough to
 _____ good enough

Jack was able to give the teacher a _____ answer to the question.

1. suggest 2. suggestive 3. suggestion

_____ bring a thought or plan to someone's mind
 _____ the thing that is brought to someone's mind
 _____ tending to bring to mind certain thoughts or ideas

The teacher gave me a good _____ for my speech.

1. consider 2. consideration 3. considerable

_____ thoughtfulness for the feelings of others
 _____ important enough to think about
 _____ to think about carefully

We shall _____ this plan and decide what to do.

1. direct 2. directory 3. direction

_____ a book containing names and addresses
 _____ any way in which one may move, face or point
 _____ tell or show the way

Would you be kind enough to _____ me to the Public Library?

1. penitent 2. penitence 3. penitentiary

_____ the feeling or state of being sorry for wrong-doing
 _____ a prison
 _____ sorry for having done wrong

Nan was very _____ and promised never to be so careless again.

1. destroy 2. destroyer 3. destruction

_____ to put an end to, to break to pieces
 _____ the ruin or breaking down of anything
 _____ something or someone that destroys

It was sad to see the _____ of the buildings in London during the war.

1. observe 2. observation 3. observatory

_____ the power of noticing carefully
 _____ to see, look at, watch or notice carefully
 _____ a building set up and fitted to look at the stars

By his careful _____ of all details the officer was able to trace the robber.

MAKING COMPARISONS

The following sentences may be found in the story *In the Berry Patch*.

1. Nan began to pick the berries that shone like big black beads on the low green bushes (page 112).

In this sentence the berries are compared to black beads.

2. Nan skipped hither and thither like a grasshopper (page 112).

In sentence 2 Nan's quick movements are compared to the jumping of a grasshopper.

3. The frogs in a neighbouring marsh began to pipe up for the evening concert (page 115).

In this sentence the frogs are compared to singers in a concert.

4. "Couldn't we light a fire with a fire-fly?" asked Rob hopefully, as he watched them flitting to and fro like winged sparks (page 119).

To what are the fire-flies compared in sentence 4? _____

5. Nan's bark was much worse than her bite (page 122)

What comparison is made in this sentence? _____

The sentences that follow are taken from the story, *A Fire in the Wilderness*.

1. "Zebedee's brush fire has escaped," she panted. And that was just what it had done, escaped like a savage, dangerous wild thing that had snapped its chain or broken its bars.

In this sentence what is compared to an escaped wild animal? _____

2. It was a desperate fight, desperate as that of two defenders trying to hold a line against a long, strong line of advancing enemy (page 133).

To what are Mercie and her father compared in sentence 2? _____

To what is the fire compared in this sentence? _____

3. And time after time a traitorous little blaze, kindled by some falling spark on dry leaves, started up right behind them (page 133).

To what is the little blaze compared in sentence 3? _____

4. The enemy, like a line of riflemen, had turned the flank of the defenders (page 135).

What comparison is made in sentence 4?

The fire is called "the enemy" and is compared to _____

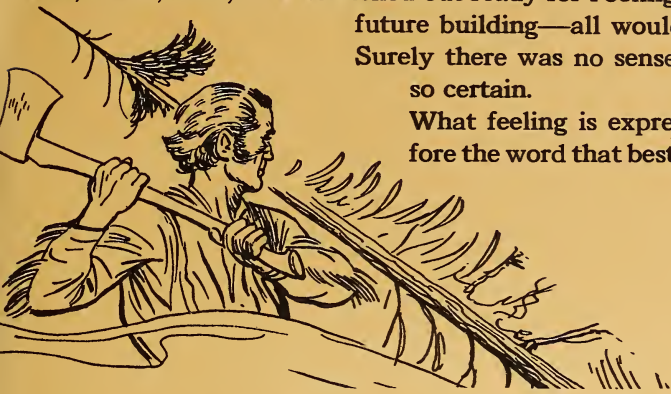
5. All would feed the *hungry* and advancing flames (page 135). What comparison is suggested by the word "hungry"? _____

EXPRESSING FEELING

1. And now it was all to do again. Mercie followed father back to the new line he had started to clear. . . . Nothing now could save the Stark lot. Everything would have to go. Corn, pumpkins, house, tools, bark stretched out ready for roofing, poles and logs lying this way and that for future building—all would feed the hungry and advancing flames. Surely there was no sense in keeping on fighting when defeat was so certain.

What feeling is expressed in the paragraph above? Put X before the word that best describes the feeling.

hope
fear
despair
anxiety
determination



2. Then Mercie realized it wasn't just their own lot Father was fighting for, but the land of other settlers, too; other folks who, like the Starks, had saved year after year and put all they had into this new land. You couldn't desert a neighbour or deny him help.

What feeling is expressed in the last sentence of this paragraph?

Put X before the words that best express the feeling.

sorrow for their losses	decision to give up
determination to keep on fighting	pity for Mercie and Father
love of the neighbours	

3. A sudden shout, and galloping hoofs! Fane and Wullie were back! Hurrying behind, hoes and shovels and axes over their shoulders, came men from the other lots around. Women followed with pails and with quilts to wet in the stream. Men gathered breathlessly in a little group for a moment, made a swift plan, and spread out again into a long line. Axes thudded. Spades and hoes scraped clear the ground, far clearer than Mercie had been able to with her own hoe or bare and bleeding hands.

What is the feeling expressed in this paragraph? Put X before each group of words that express the feeling of the paragraph.

the excitement of despair
hope that everything will be all right
certainty that everything will be saved
hope and excitement
confidence of people working together
hope revived after despair

4. Common danger, common defence, neighbour helping neighbour without thought of return or payment, sent a feeling tingling up Mercie's spine,—a strange happiness that she had never known before.

What feeling is expressed in this paragraph? Put X before the word that best expresses the feeling of the paragraph.

fear	anxiety
hope	despair
relief	



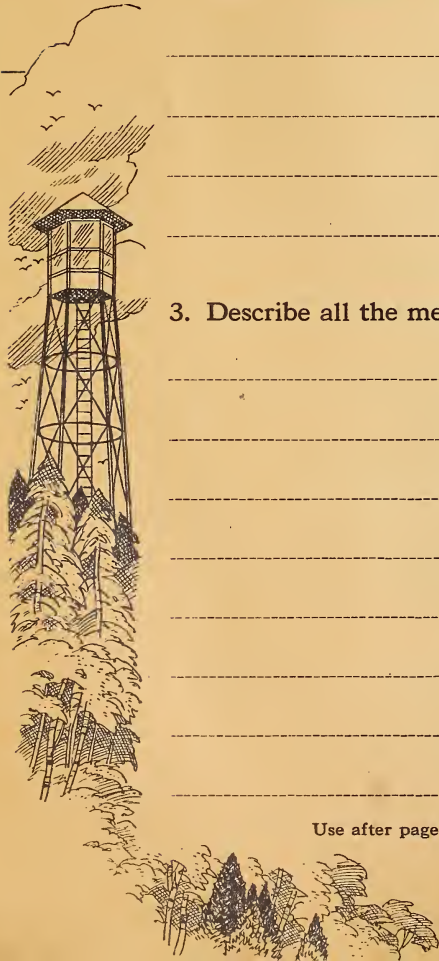
PREVENTING FOREST FIRES

1. In the space below list all the things you can think of that may cause forest fires.

2. List all the bad effects you can think of that result from forest fires.

3. Describe all the means you can think of that can be taken to prevent forest fires.

Use after page 137.



DIRECT AND INDIRECT NARRATION

To show the exact words spoken by someone we enclose the words in quotation marks.

Colin Ross leaned back in his chair. "Well, the sap will be running."

The quotation marks show that Colin's exact words were—"Well, the sap will be running."

This is called *Direct Narration*.

These sentences can be written to show what Colin said without giving his exact words.

As Colin Ross leaned back in his chair he said that the sap would be running.

or

Colin Ross leaned back in his chair and remarked that the sap would be running.

When the words of a speaker are reported in this way it is called *Indirect Narration*

1. "Some people make a gash with the axe", he explained.
2. He explained that some people made a gash with the axe.

Sentence 1 is an example of *Direct Narration*. Sentence 2 is *Indirect Narration*.

Turn to page 141 of your Reader *On the Beam*. Find three examples of *Direct Narration*. Write them below.

1. _____

2. _____

3. _____

Write the following examples of Direct Narration in Indirect Narration.

1. "You boys see to the gathering," he said. "My joints are getting stiff."

2. "Have you had a drink of it yet?" Colin asked Fairlie.

- 3 "It's good for you," said Colin.

4. "It's delicious," she said, "I've never tasted anything like it."

5. "Every year someone plays that trick on him," laughed Rorie as he patted the dog.

The sentences below are written in Indirect Narration. Rewrite them to show the exact words used by the speaker in each case (Direct Narration). The first one is done for you. Be sure to put in quotation marks and commas.

1. Samson boasted that he had never found a horse that could throw him.

"I've never found a horse that could throw me," boasted Samson.

2. The old master remarked that it was a bad business. _____

3. Samson growled that the horse was a vicious brute. _____

4. His father told him that a bad-tempered man would never make a good-tempered horse. _____

5. He gently told Ginger to stand still. _____

6. He said that she would never be good for anything if she couldn't be broken by fair means. _____

7. The coachman said that the horses looked more stylish with a check-rein. _____

8. I asked her if her master took no care of her. _____

9. He said it was a pity for such a good horse to be badly treated. _____

10. John said to try her with kindness. _____

11. Master told John they would cure her. _____

12. John replied that she was wonderfully improved. _____

WORDS BEGINNING WITH "S"

A great many words in the English language begin with the letter S. See if you can replace each italicized word or group of words in the sentences below with a word beginning with S. Write the word on the line at the left of each sentence.



1. Joan let the iron get too hot and it *burned* her dress.
2. The *backbone* is made up of a number of smaller bones.
3. The Indians used to surround their forts with *young trees* twisted together.
4. The fire was now under control but still *smoked and burned underneath*.
5. The Eskimos had had no food for some time and were in a state of *extreme hunger*.
6. A *twisting corkscrew-shaped* stairway led up to the top of the tower.
7. The trees had not grown well because of lack of water and they looked *small and undeveloped*.
8. We climbed to the *topmost point* of the mountain.
9. It was a very *grave and difficult* operation.
10. This operation was performed by a very clever *doctor who does nothing but operate*.
11. Last summer we travelled in a *country in Europe famous for its mountains*.
12. On Saturday night the people of the village like to *walk slowly* down the main street.
13. This scholarship is open to *people who study at the university*.
14. The boys like to play in the *large waves that roll in to the shore*.
15. She *wrote hastily and carelessly* in her book.
16. We made maple syrup in a log *hut*.
17. If you want to know how big the mammoths were, go to the museum where you will see their *bones all arranged in the proper places*.
18. Mother strained the soup through a *bowl full of holes*.
19. He *gently rubbed* the horse's neck with his hand.
20. The nervous horse used to turn on any *unfamiliar* person that came near her.
21. The horse in the picture above has it on his back.
22. A horseback rider places his feet in them.

MAKING A PLAY

The first part of the story, *The Buckskin*, which is on page 158 of *On the Beam*, might be rewritten in the form of a play. The people about whom a play is written are called the *characters*. The characters in this story are Joey Joseph, Michael O'Shea and the horse. The horse, of course, does not speak. The people who play the parts of the characters are called the *actors*.

The words the actors say to each other, or the conversation between the actors is called the *dialogue*.

Before writing the dialogue describe the *scene* in which the dialogue is spoken. The conversation on page 158 of *On the Beam* took place in Michael O'Shea's kitchen, so you should tell what the kitchen is like, what furniture is in it, where it is placed, and where the actors are.

When an actor is to come on the stage the word *enter* is used. For example, when Joey comes in the words "Enter Joey" are used. When a player goes off the stage the word *exit* is used. When Joey goes out, the word "Exit" should be used.

Now write the story told on page 158 in the form of a play. A good title for the play would be:

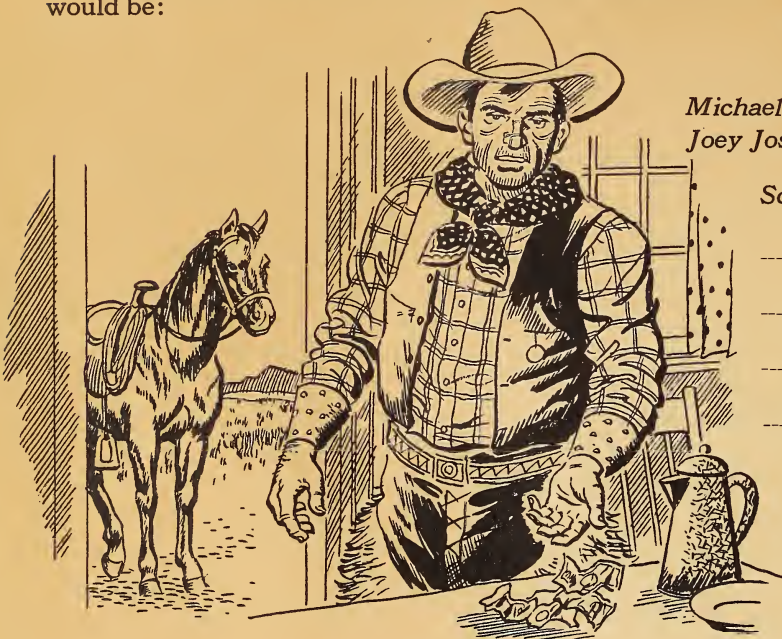
JOEY JOSEPH SELLS A HORSE

Characters

Michael O'Shea, a rancher.

Joey Joseph, owner of the horse "Billy".

Scene: _____



Michael O'Shea is seated at the kitchen table reading a newspaper.

Enter Joey Joseph.

Michael: Hello Joey, what brings you up to the ranch from the reservation at this time of day?

Joey: O I just thought I come over to see how you get along.

Michael: Well, that's very kind of you.

(Now begin to write in the conversation you find on page 158).

Joey (noticing newspaper): How many _____

Michael: _____

Joey (after a long pause): _____

Michael (patiently):

Joey:

Michael:

Joey:

Michael:

(Invent the rest of the conversation that takes place until they settle at fifty. Remember what words you must use at the end to show that Joey leaves the stage.)

Use after page 159 Choose actors and play the scene you have written.

LEA WINS

1. Lea is one of the loveliest Irish setters I have ever seen. Her coat is like polished copper; her eyes brown and intelligent; her tail like a great red-gold plume. Her legs have long feathery fringes which often get stuck with burs, for Lea lives in the country.
2. The Irish setter is a very sensitive and responsive breed of dog. All setters have affectionate personalities and become strongly attached to their owners.
3. Last year Lea became the proud mother of seven puppies. She loved them all very much and fondled them with great delight. She was allowed to keep them all until they were weaned, when to her great sorrow and distress they were one by one taken from her and sold.
4. At last there was only one left, a little female, the prettiest and smartest of the litter. This pup was named Pepper. Pepper was very lively and vigorous and followed Lea wherever she went.
5. One day Lea saw Jerry, her master, go to the barn and get out a certain box. This was the crate that was used to put the puppies in when they were taken away to be sold. Lea took one look at the box, then she looked at her last baby. Quickly she turned and began climbing the hill at the back of the barn. Pepper followed on her funny, awkward, little legs, but there were so many interesting things to see and smell that her progress was slow. Lea kept turning

round and waiting till the puppy, wagging her absurd little tail, came bouncing up. Finally Lea and her baby disappeared over the hill.

6. Supper time came and the sun went down. Jerry had the dogs' food ready but no Lea or Pepper came in answer to his whistle. At last, remembering that he had seen them go up the hill in the afternoon, he took his flashlight and went to look for them. Down on the other side of the hill he came on the two, curled up in a little hollow under a low bush. Lea was feigning sleep and refused to come when Jerry called. But when he picked up the puppy she leaped up and put her great brown paws on his shoulders, licking his face and begging him as plainly as if with words not to take her last baby.

7. "All right Lea, old girl, you win," said Jerry. "Come on home to supper and keep your baby." Lea didn't appear really satisfied till the dreaded box was put away out of sight in the barn.

From the first paragraph, make a list of the words that describe Lea's appearance.

From paragraph 2, list the words describing this particular breed of dog.

From paragraph 3, list the words which show that Lea loved her puppies.

From paragraph 4, list the words that describe Pepper.

From paragraph 5, write the words that tell what Lea saw that disturbed her.

In paragraph 6 what word tells us that Lea pretended to be asleep? -----

From paragraph 7, write the word that tells how Lea felt about that box. -----

Using the following plan write a story in four paragraphs about Pepper with the title

PEPPER IS CURED OF A BAD HABIT

1. Pepper's bad habit of running out to the highway.
2. Jerry's fear that she would be lost, hurt, or stolen. How he tries to teach her.
3. Pepper runs away again and is hit by a car.
4. How she is rescued and her bad habit cured.

PRONOUNCING WORDS

The following words occur in the story *Pilgrims of the Wild* (which begins on page 161 of *On the Beam*) on the pages indicated.

p. 161—sincerity

p. 162—salved

p. 163—gunnel

p. 164—indication

p. 165—sedately

p. 166—simplified

p. 167—disposed ✓

p. 169—otter

p. 171—absurd, genuine

p. 173—supple, vocal

p. 174—audible

p. 175—feigning, clamoured, responsive

In column 1 below write the words in alphabetical order. In column 2 rewrite them, divide them into syllables, mark the accented syllable and show the long and short vowels. In column 3 show the pronunciation using the following pronunciation scheme:

hat, āge, cāre, fār;
oil, out;

let, bē, tērm;
cup, pūt, rūle, ūse;

it, īce;

hot, ōpen, ōrder;
takən

Column 1

absurd

Column 2

ăb serd'

Column 3

ab sérd'

FINDING MEANINGS

From the list given below, select the word for which each meaning is given. Write it in the space before its definition, dividing it into syllables and marking the accented syllable.

sincerity
crusade
publication
associates

disregard
instinct
consume
meagre

indication
ingenuity
organize
vigorous

1. _____ poor, scanty, thin
2. _____ the printing and selling of books and magazines
3. _____ strong and active
4. _____ honesty, absence of pretence
5. _____ companions, friends, partners
6. _____ a movement in favour of a new idea
7. _____ sign, something that shows or indicates
8. _____ use up, eat up
9. _____ pay no attention to
10. _____ cleverness, skill in planning
11. _____ a power or ability with which an animal is born
12. _____ put into order, arrange, get working

Find the meaning in the column at the right to fit each word in the left-hand column, and write the number of the correct word in the square beside the meaning.

- | | | |
|----------------|----------------------|------------------------------------------------------------------------|
| 1. museum | <input type="text"/> | a figure having 3 sides and 3 angles |
| 2. scribe | <input type="text"/> | shape of the moon when it is "new" |
| 3. syllable | <input type="text"/> | to keep at something—to refuse to stop |
| 4. triangle | <input type="text"/> | a building containing objects of great interest, many of them very old |
| 5. cartoon | <input type="text"/> | load carried by ship |
| 6. crescent | <input type="text"/> | part of a word pronounced as a single sound |
| 7. instruction | <input type="text"/> | person who writes |
| 8. persist | <input type="text"/> | a sign that stands for something else |
| 9. cargo | <input type="text"/> | teaching, information |
| 10. symbol | <input type="text"/> | an interesting or amusing drawing of well known people |

CHOOSING THE RIGHT WORD

Choose the correct word in each pair and write it in the space in the sentence below.

- precious
1. { Simon made very _____ preparations to open his shop.
- currents
2. { The _____ in the Indian Ocean are warm.
- pottery
3. { _____ is made from clay.
- rockery
4. { Simon liked to plant seeds in his _____.
- rhyme
5. { Dancing helps us to develop _____.
- shred
6. { There was not even a _____ of the sail left.
- crumpled
7. { I _____ the paper into a ball.
- prays
8. { We like _____ when we do our work well.
- customer
9. { Jean wore a witch _____ on Hallowe'en.
- refund
10. { There will be no concert so we shall _____ your money.
- scrawled
11. { A strange message was _____ on the scrap of paper.
- piece
12. { _____ on earth, good will toward men.
- fluttered
13. { The flags _____ gaily in the breeze.
- protest
14. { Why did Simon _____ about the ink?
- receipt
15. { I hope you will _____ the money very soon,
- straggling
16. { The little ones come _____ along at the end of the line.

PUZZLING, VERY

Different meanings for the same word make the English language difficult to learn, but they also make it very interesting. Perhaps you will need a dictionary to find the meanings of some of the words in this poem and to discover the different senses in which each may be used.

It has always been a puzzle to me what sailors sow when they "plough" the sea.
Does coffee go with the "roll" of a drum and why is a "speaking" likeness dumb?
What was it that made the window "blind"?
Whose picture is put in a "frame of mind"?
When a storm is "brewing," what does it brew?
Does the "foot" of a mountain wear a shoe?
Can a drink be got from a "tap" on the door?
Does the "edge" of the water cut the shore?
How long does it take to "hatch" a plot?
Has a "school" of herring a teacher or not?
Have you ever penned a "volume" of smoke?
Can butter be made from the "cream" of a joke?
Who is it fixes the "teeth" of a gale?
To a king who "reigns" why shout "O Hail!"?
Can you fasten a door with a "lock" of hair?
Did a "biting" wind ever bite you, and where?
Who is it paints the "signs" of the times?
Does the moon change her "quarters" for nickels and dimes?
What "tune" do you play on your feelings, pray, and who is it mends the "break" of day?
And say—I'll admit this is quite absurd—when you "drop" a remark do you "break" your word?

The last word in each of the following limericks is missing. Write on the line the word that fits the rhyme and meaning. The first one is done for you.

There was an old man of the cape
Who made himself garments of crêpe
When asked do they tear
He replied, "Here and there
But they're perfectly splendid for *shape*"

R. L. Stevenson

I wish that my room had a floor!
I don't so much care for a door,
But this crawling around
Without touching the ground
Is getting to be quite a

Gelett Burgess

A tutor who tooted the flute
Tried to tutor two tooters to toot
Said the two to the tutor
"Is it harder to toot or
To tutor two tooters to"

Carolyn Wells

A flea and a fly in a flue
Were imprisoned, so what could they do?
Said the fly, "Let us flee,"
Said the flea, "Let us fly,"
So they flew through a flaw in the

As a beauty I'm not a great star,
There are others more handsome by far;
But my face, I don't mind it,
Because I'm behind it—
'Tis the folks out in front that I

Anthony Euwer

There was a young man of Bengal
Who went to a fancy-dress ball,
He went, just for fun,
Dressed up as a bun,
And a dog ate him up in the

Use after page 196

Who do you think is speaking in the poem?

To whom is she speaking?

Can you think of any purpose or reason she may have had for speaking or writing these words?

"It has seen meadows" What form was the water in then — lake, ocean, river, or brook?

"It has run between ferns and roots of trees" In what form was it then?

The word "minister" may mean (1) clergyman (2) act as servant (3) be helpful.

Underline the meaning you think is the one the poet intended in line 7.

How does the dishpan hold a cloud?

How does the dishpan hold a snowbank?

Where are the flowers in the suds?

Do you think this poem will help you next time you wash the dishes?

WASHING DISHES

Little daughter, doing dishes,
Think of water.

It is so gleaming white, so green,
Child, remember it has seen
Meadows, and has run between
Ferns and roots of trees;
It has ministered to these.
Sing, dear, at your work,
Be proud!

The old dishpan holds a cloud
Holds a snowbank, from a mountain;
Turn a faucet, you've a fountain!
You have rivers, you have oceans
Come to serve your whims, your notions;
And your fingers, dear, are fishes—
See them dart among the dishes.
There are flowers in the suds—
Forget-me-nots, crabapple buds;
What more could a maiden ask
Of a task?

Little daughter, doing dishes,
Think of water.

Ethel Fuller

Look at the first verse of "King John's Christmas".

Notice the words at the ends of the lines that rhyme, *ways, days, town, crown, stare, air, there*. This is rather an unusual arrangement of rhyme. Tap your pencil as you read the lines. You will find the beat to be 4, 3, 4, 3, 4, 3, 4, 4, 4, 3 a parody is a poem written according to the plan of another poem, imitating its style, rhyme and rhythm. Taking "King John's Christmas" as your model (and asking the pardon of Mr. A. A. Milne) see if you can write a parody. You might start it like this—

Johnny was a good boy

He had such winning ways

And everybody

For

And boys who

While playing

Gave him

Or

And Johnny

Smiling

GRAMMAR IN RHYME

Three little words, you often see,

Are Articles *A, An, and The*.

A Noun is the name of anything,

As *School, or Garden, Hoop, or Swing*.

Adjectives tell the kind of Noun,

As *Great, Small, Pretty, White, or Brown*.

Instead of Nouns the Pronouns sit,

I, Me, and Mine, He, She, and It.

Verbs tell of something being done—

To *Read, Count, Laugh, Sing, Jump, or Run*.

How things are done the Adverbs tell,

As *Slowly, Quickly, Ill, or Well*.

Conjunctions join the words together—

As men *And* women, wind *And* weather.

The Preposition stands before

A Noun, as *In* or *Through* a door,

The Interjection shows surprise,

As *Oh! How pretty! Ah! How wise!*

The Whole is called nine parts of speech,

Which reading, writing, speaking teach.

1. Underline 2 nouns in the sentence,—

The cow jumped over the moon.

2. Underline 2 adjectives in the sentence,—

The green cow jumped over the blue moon.

3. Underline 2 pronouns in the sentence,—

She jumped over it.

4. Put 2 lines under the verb in the sentence above

5. Underline one adverb in the sentence,—

The cow jumped gaily over the moon.

6. Underline a conjunction in the following,

The cow and the calf jumped over the moon.

7. (This is a hard one) Underline the preposition in the same old sentence,—

The cow jumped over the moon.

8. (This is an easy one) Underline the interjection in,—

Hurrah! The cow jumped over the moon.

WHAT HAPPENED NEXT?

Each sentence below recalls a part of the story of the Wise Men of Gotham. In the space which follows, write in one or two sentences what happened next in the story.

1. The wives of the Wise Men of Gotham were so tired of their husbands' being always away from home that they concocted a plan.

2. The wise men were now so contented at home that they could not bear the thought of leaving home when the next messengers came. So their wives made another plan and the messengers were astonished at what they saw.

3. Then the wives were happy again until more ambassadors came from the King to summon the wise men. This time they asked their wives what to do and the wives told them. This is what the wise men did.

4. The ambassadors were disgusted at all this nonsense and went home to tell the King that the wise men's brains had spoiled. However the troubles of the wise men were still not over. Soon more ambassadors came from the Emperor asking for advice. This time the wives concocted the best plan of all and here is what happened.

5. When the Emperor's men remarked that the town hall would have no light without windows, the wise men decided to get light somehow and this is what they did.

So Gotham acquired a reputation for foolishness instead of wisdom, and no wonder!



ARRANGING IN ALPHABETICAL ORDER

Arrange the following words in alphabetical order as they are in the dictionary considering the second, third, and even fourth or fifth or sixth letter when necessary. For instance, the word *static* would come before the word *station* because "c" comes before "o" in the alphabet.

convent	pilfering	monastery
uncanny	productive	drone
loath	torch	parish
convenient	sermon	produce
trellis	treble	abbess
wimples	pillage	blond
abbot	multicoloured	guardians
altar	manuscript	parchment
relics	patron	multiply
vault	sanctuary	alter
brutish	parched	turmoil
uproarious	progeny	

CHOOSING THE RIGHT WORD

The following pairs of words look or sound very much alike. With the help of your dictionary, if necessary, place each word in the blank space of the sentence in which it belongs.

1. { alter We will _____ our plans to suit yours.
 altar Fresh flowers were kept on the _____.
2. { patron The flowers made a lovely _____ of colours.
 pattern St. Patrick is the _____ saint of Ireland.
3. { blond _____ the yellow and green together.
 blend The pirates had _____ hair.

CHOOSING THE RIGHT WORD

Place each word in the blank space in the sentence to which it belongs.

4. { parish Madomnoc travelled from one _____ to another.
perish The nuns did not want their treasures to _____.
5. { shrine To-morrow we hope the sun will _____.
shine The nuns had a _____ in the garden.
6. { vault They buried their treasures in the _____.
fault He admitted that it was all his _____.
7. { steel The pirates wanted to _____ the gold.
steal They wore _____ armour.
8. { staring The strangers were _____ in amazement.
starring Daisies are _____ the meadows.
9. { herbs The nuns grew _____ in their garden.
herds Shepherds tend their flocks and _____.
10. { lilting The fog is _____.
lifting The song has a _____ tune.
11. { fare Honey is sweet _____.
fair The day was _____ and warm.
12. { wont It was his _____ to take a daily walk.
want The poor family was in great _____.
13. { ward He kept his _____ to his mother.
word The bees kept _____ over the nuns.
14. { thread The nuns heard the heavy _____ of boots.
tread The cloth was stitched with yellow _____.
15. { bellow The bees made the pirates _____ with pain.
billow The waves _____ and roll constantly.

WILL O' THE GRISKIN

The story *Will o' the Griskin* contains many groups of words, or expressions, that are not commonly used to-day. For instance, we should probably say, "Will had *no relatives*," instead of "without kith or kin" (page 224).

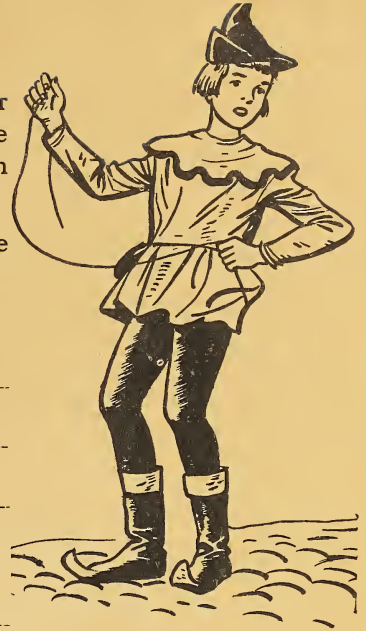
Using your Reader, find and write down in quotation marks, the expressions used by the author to fit the meanings given below:

On page 224

1. the most popular boy in the village _____

2. he seldom could say _____

3. they might be stingy enough with others _____



On page 225

1. He asked someone for a rope _____

2. There is nothing to stop me _____

3. I shall go away to-morrow _____

On page 226

1. entered the employ of a business man _____

2. A wealthy man _____

3. Speak more politely to one person than to another _____

page 227

1. as if he were not a bit better than they _____

2. except for one room _____

3. where no one was allowed to enter _____

page 228

1. Maybe he was a magician
2. although it must indeed be a very kindly devil
3. At last Will was married
4. said the neighbours among themselves

page 229

1. But—how could you expect anything else?
2. nobody knew anything
3. Love, indeed!
4. even though the girl was proud
5. of course, had no objection to such a prosperous son-in-law

page 230

1. Now, why in the world was she not allowed in there?
2. Upon my word, I thought you said you loved me

page 231

1. She was twice as affectionate as before to her husband

page 232

1. begged the wise man to hear her
2. trembling with eagerness
3. off she ran

page 233

1. I tasted the drug in my wine
2. I drank very little
3. How do you like my picture?

Use after page 235.

Interpreting expressions not now in common use—Skimming

Each section below contains a root word and two words that are made from it by adding a syllable or two to the root word.

Number the definitions to match the words. Then choose the word that fits the meaning in the sentence and write it in the space.

1. compare 2. comparison 3. comparable

_____ to point out how things are alike or different

_____ able to be compared

_____ showing the likenesses and differences of two or more things

The teacher made a _____ between my work and my sister's.

1. prepare 2. preparation 3. preparatory

_____ the act of getting ready

_____ to make ready or get ready

_____ coming before or introductory

The pupils will use this time to _____ to-morrow's spelling.

1. perceive 2. perception 3. perceptible

_____ able to be seen

_____ to see, hear, feel, taste or smell

_____ the power or act of perceiving

In the twilight the shore line was barely _____.

1. contradict 2. contradiction 3. contradictory

_____ saying or meaning the opposite

_____ a statement that means the opposite

_____ to deny or to say the opposite

Your story is a flat _____ of your brother's.

1. persuade 2. persuasive 3. persuasion

_____ to make willing

_____ the attempt or act of making willing

_____ influencing or coaxing

Alice used a most _____ tone to try to get us to come.

1. divide 2. division 3. divisible

_____ the separation into parts

_____ to separate into parts

_____ able to be separated into parts

Let us _____ all the money we make equally between us.

1. explain 2. explanation 3. explanatory

_____ to tell the meaning, to make plain

_____ a showing or making clear

_____ containing something that makes clear

He gave me an _____ letter to take to the principal of my new school.

1. express 2. expression 3. expressive

_____ to tell or put into words

_____ containing great feeling

_____ a bringing out of the feeling in something read or spoken, played or sung

I cannot _____ my gratitude for your kindness.

WORDS THAT DESCRIBE

Certain words describe things. For example, "a *ripe* apple".
The word "ripe" describes the apple.

On page 224 in your Reader find the describing words listed below. Beside each word write the name of the thing it describes.

likeliest	_____	squealing	_____
ready	_____	little	_____
gay	_____	simple	_____
friendly	_____	uncertain	_____
brown	_____	immense	_____
prosperous	_____	stormy	_____

On page 225 find the words listed below, and before each one write the word which describes the thing.

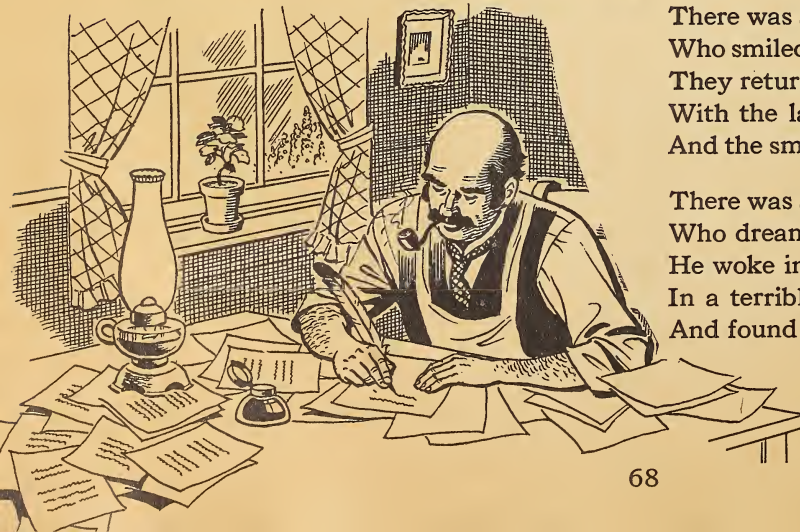
_____ cord	_____ pig
_____ changes	_____ company
_____ companion	_____ pay
_____ hog	_____ condition
_____ boy	_____ wallet
_____ Will	_____ turn

In each pair of words, the one on the left is an *adjective*, and the one on the right is a *noun*.

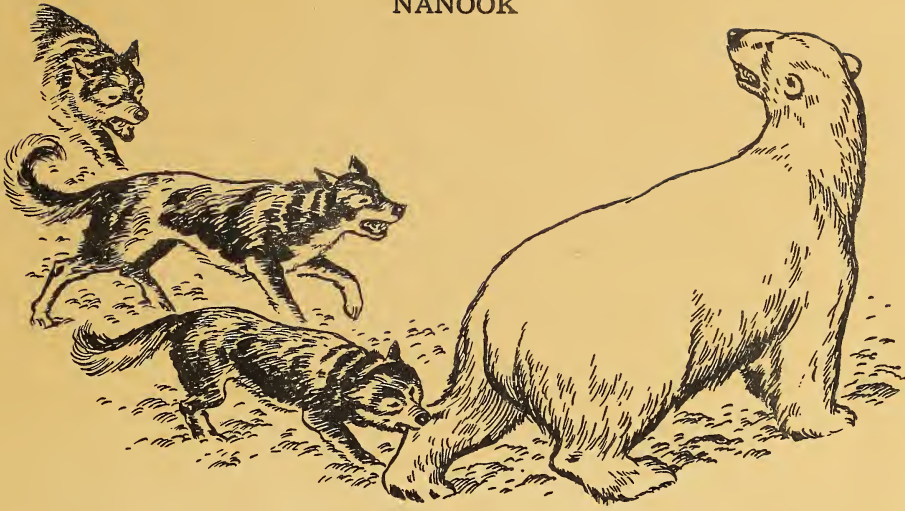
Complete the two limericks below by filling the blank space with a suitable word.

There was a young lady of Niger
Who smiled as she rode on a tiger;
They returned from the ride
With the lady inside,
And the smile on the face of the _____.

There was an old man of Peru,
Who dreamt he was eating his shoe,
He woke in the night
In a terrible fright,
And found it was perfectly _____.



Use after page 235.



Read the story, "*Nanook, the Polar Bear*, (pages 237 to 252 of *On the Beam*, and then close the book. Read the following statements. Put the letter T in the column at the right beside those statements that are true. Write the letter F beside the statements that are false.

When you have finished, open your Reader and check your answers. Count the number of correct answers. That will tell you your *Score*.

If your score is 28 or more, it means that you read with attention. A score of 24 is fair. A score of 20 or less means that you should concentrate and read more carefully.

- | | |
|----------------------------------------------------------------|-------|
| 1. Nanook, the polar bear lived in Greenland. | ----- |
| 2. One day in November he killed a seal. | ----- |
| 3. Nanook wanted to get away from open water. | ----- |
| 4. He had been travelling south for weeks. | ----- |
| 5. To-day he had reached a village on the shore of Hudson Bay. | ----- |
| 6. Nanook was partly deaf. | ----- |
| 7. He was afraid of dogs and wolves. | ----- |
| 8. Nanook feared man more than anything. | ----- |
| 9. It was bright moonlight on this night. | ----- |
| 10. Nanook could see the light from an igloo. | ----- |
| 11. An "angekok" is an Arctic missionary. | ----- |
| 12. Merktoshar was a very old Eskimo. | ----- |
| 13. Merktoshar had been travelling on skis. | ----- |

14. Merktoshar was a famous polar bear hunter. _____
15. Merktoshar preferred to hunt musk oxen. _____
16. Musk oxen were cunning fighters and had many means of defence. _____
17. Merktoshar never forgot the comfort of his dogs. _____
18. Merktoshar knew there was a polar bear near by. _____
19. Ikwah, the angekok, was a man of few words. _____
20. The lead dog's name was Etah. _____
21. Ikwah warned Merktoshar of dangers. _____
22. Merktoshar was frightened by the warning. _____
23. Ikwah gave the hunter a charm made of wood. _____
24. Merktoshar hunted from necessity not just for the love of killing. _____
25. He enjoyed hunting however. _____
26. Nanook decided to stay and fight it out. _____
27. The dogs had been trained to delay the bear. _____
28. If Nanook could reach open sea he would be safe. _____
29. The lead dog fastened his teeth in Nanook's throat. _____
30. Merktoshar slowly raised his gun to shoot. _____
31. Merktoshar and the dogs had to swim to safety. _____
32. Merktoshar believed that the charm saved his life. _____



MAKING COMPARISONS

We can often describe something vividly by comparing it with something it is like. For example, when we read, "The moth's body was shaped like the hull of a racing plane," we get a clear picture of the moth's body. This form of comparison is called *simile* (like *family*). The following sentences contain similes.

David was *as bold as a lion*.

John fought *like a lion*.

He turned *as white as a sheet*.

He was so frightened, he ran *like a deer*.

Complete the following sentences to make vivid similes:

1. The cat's fur was soft as
2. The tree's branches tossed in the wind like
3. Jimmie tore down the road as if
4. The children rolled and tumbled like
5. The fog was as thick and heavy as
6. Her eyes were as blue as
7. His smile was as friendly and warm as
8. The kite sailed high in the sky like
9. Bill's feet dragged as if
10. The wind pounded at the shutters like
11. The tiger's eyes gleamed angrily like
12. The elephant's trunk swung to and fro like
13. The snowflakes were as soft and fluffy as
14. Jack jumped up and down like
15. The boat tossed about on the rough water like

In the story *The Flittermouse*, the author has used a great many similes to make the pictures in his story more clear to us.

Turn to this story in your Reader and write down all the examples of simile you can find on the following pages:

page 253

.....

.....

page 255

page 256

page 257

page 258

page 259

page 260

page 261

page 262

page 263

page 264

page 265

THE FLITTERMOUSE

In the story, *The Flittermouse*, which is found on pages 253 to 265 of *On the Beam*, the author tells how certain creatures are equipped by nature for certain purposes. How, for instance, can the mother bat carry her new baby while she is flying through the air? At the bottom of page 253 we are told that the mother dropped her baby "into a fur-lined baby-basket made by the loose skin which joined her hind legs." From this we know that the mother bat has a pouch of skin in which the baby is carried.

Find in the story the answers to the following questions and write your answers in your own words.

1. How can a bat fly at full speed through the branches of trees without bumping into branches?

2. How is the bat equipped to hear small flying insects?

3. What protection has the sphinx moth from its enemies?

4. What enables the bat to hang head downward when it sleeps?

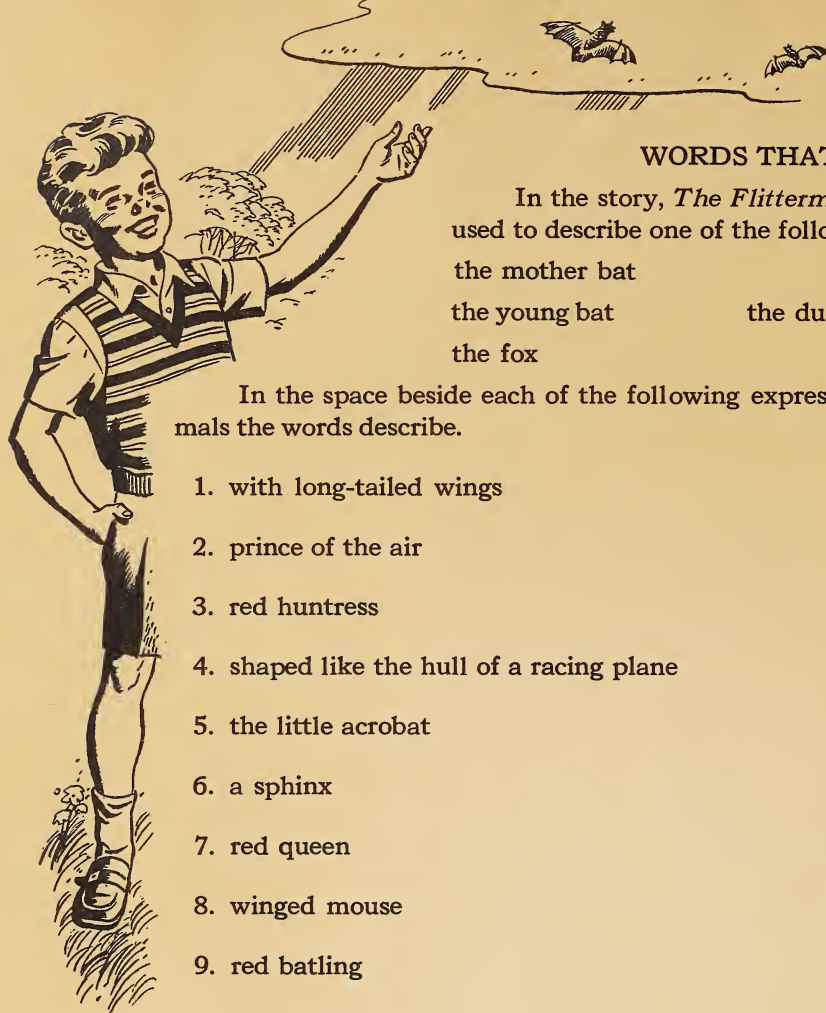
5. In what two ways does the bat avoid its enemies?

6. How are bats equipped to catch moths, beetles, and other flying insects?

7. What equipment has a bat for combing his fur?

8. What enables a trout to leap out of the water?

9. How is the duck hawk equipped to kill and catch his prey?



WORDS THAT DESCRIBE

In the story, *The Flittermouse*, the phrases below are used to describe one of the following animals:

the mother bat

the moth

the young bat

the duck hawk

the trout

the fox

the weasel

In the space beside each of the following expressions tell which of the animals the words describe.

1. with long-tailed wings _____
2. prince of the air _____
3. red huntress _____
4. shaped like the hull of a racing plane _____
5. the little acrobat _____
6. a sphinx _____
7. red queen _____
8. winged mouse _____
9. red batling _____
10. the captive _____
11. swiftest of all those speed kings _____
12. the little aeronaut _____
13. a swallow of the night _____
14. hobgoblin face _____
15. the jewelled swimmer _____
16. the lithe killer _____
17. the young prince _____
18. falcon _____
19. the baffled hunter _____
20. her wooer _____

CAN YOU GUESS?

In each blank space write the letter that is necessary to complete a word. The meaning of the required word is given beside it on the right. The vowels in the word are shown.

Ö — a.	_____	Mrs. Johnson's first name.
— ē — — — ō	_____	A native of Africa
— ō — a —	_____	the whole of anything
— ä — —	_____	melted volcanic rock
— ĭ — —	_____	what a photograph is made on
— — ā — e —	_____	opening at the top of a volcano
— — ě — — —	_____	to satisfy (thirst)
— ō — ū — —	_____	name of the Johnsons' guide
— — ǒ — — — ā — e	_____	a fence of upright sticks
— ĭ — ĭ — ŭ —	_____	the smallest possible amount
— — ä — — — ā — e	_____	to change into another language
ě — — ĭ — — —	_____	once active, now dead (applied to volcanos)
— — ĭ — — y	_____	weak, poorly made, easily broken
— ŭ — — ō	_____	name of a large elephant
— ĭ — — ā — io —	_____	moving of birds or animals from one place to another at change of season
— — ě — —	_____	a split or crack in rock
— — ŭ — — e —	_____	sound made by an elephant
— ä — — a —	_____	what tents are made of
— ū — ē u —	_____	building where old and interesting things are kept
— ě — e — —	_____	hot dry area in Africa
— ä — e — a	_____	an article that takes photographs
ā — — ĭ —	_____	month in which the Johnsons saw Lake Paradise the second time
— — ū e	_____	colour of water lilies
— — ä — e	_____	long-legged water bird
— ě — — —	_____	grass country in South Africa

In column 2, rewrite the words marking the vowels to show the pronunciation using the following scheme:

hat, āge, cāre, fār;	let, bē, tērm; it, īce;	hot, ōpen, ōrder
oil, out;	cup, pūt, rüle, ūse;	takən.

In column 3, rewrite the words and mark the vowels to show the pronunciation using this scheme: The first one is done for you.

făt, fâte, far;	mět, mē, her;	nőt, nōte	tűb, tűbe;
	pîn, pîne;	oil, out	

disfigurement	survivor	inclined
negative	minimum	affirmative
prevail	fulfilment	extinct
intelligent	prehistoric	investigation
satisfactory	vulnerable	association
atmosphere	identify	mammoth

[illegible]

In the puzzle on this page the letters of the word **PREHISTORIC** are the initial (first) letters of eleven words which are used in the story *Hunting with a Camera*. You are given clues which will help you guess each word, You are told the meaning of each word, the number of letters in the word, and the page of *On the Beam* on which the word may be found.

Print the letters in the blank squares. The first one is done for you.

1. The name given by the Johnsons to a beautiful lake—8 letters —page 269
2. A 12-letter word meaning memory—p. 283
3. An 8-letter word meaning “was made dear”—p. 276
4. A water bird found at the lake —5 letters p. 273
5. A short form of “importance” —6 letters —p. 275
6. Fence made of sticks —8 letters —p. 280
7. Boculy’s word for “elephant” —5 letters —p. 267
8. The Christian name of the writer —3 letters —p. 266
9. The way a person or animal acts when something happens —8 letters —p. 280
10. An 8-letter word meaning “recognize” —p. 280
11. The opening at the top of a volcano —6 letters —p. 273

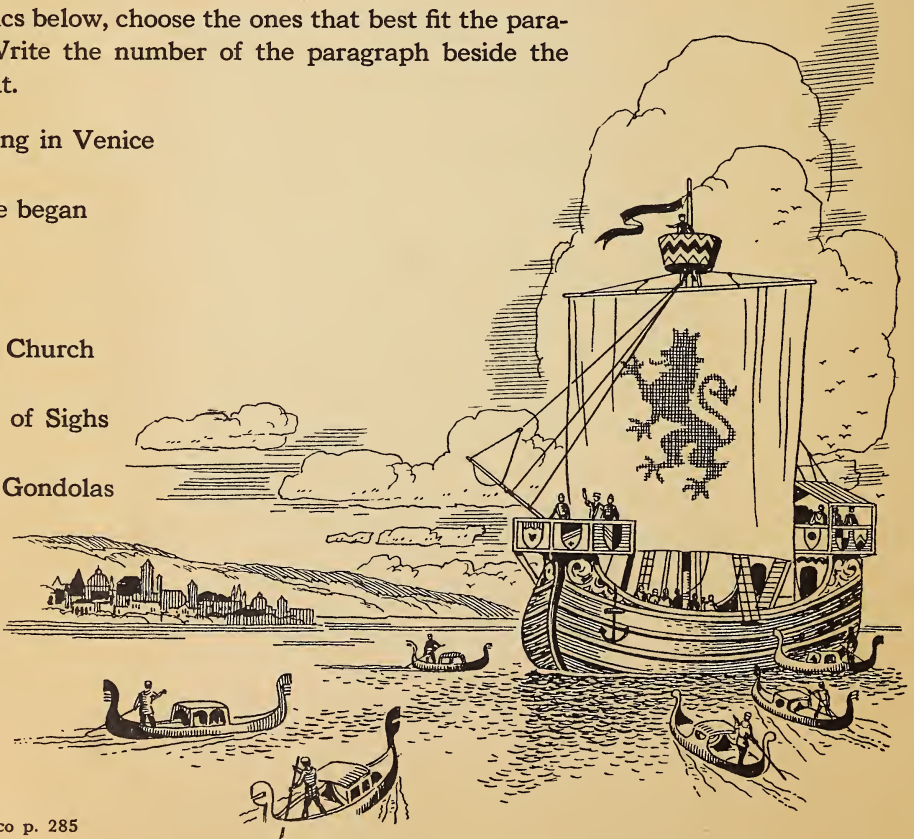
1	P	A	R	A	D	I	S	E				
2	R											
3	E											
4	H											
5	I											
6	S											
7	T											
8	O											
9	R											
10	I											
11	C											

THE CITY OF CANALS

1. Long ago in the north of Italy, some people wanted to get away from their enemies who were troubling them. They moved to a group of islands in the Adriatic Sea very near the mainland. They cut posts of cedar, drove the posts down into the sea bottom, and built their houses on them. This became the city of Venice and the people are called Venetians.
2. The streets of this city are canals between the islands, and instead of using street-cars or automobiles the people go about in boats called gondolas. These gondolas are usually painted black and have a high, carved figure-head. A gondola has a little covered cabin in the middle, and a man stands behind the cabin and rows the boat with a single long oar. He is called the gondolier.
3. Venice used to be a small kingdom with its own ruler who was called the Doge. The Doge lived in a palace like a king, made the laws, and punished all those who did not obey them.
4. When a law-breaker was sent to prison he had to cross a covered bridge leading from the Doge's palace to the prison. The miserable man usually went over this bridge groaning and sighing, so the bridge came to be called the "Bridge of Sighs". This bridge is one of the sights that tourists to-day always want to see.
5. Venetians discovered a way to make beautiful glass from sand, and by blowing the glass as you would soap-bubbles, they learned to make gracefully shaped vases, bottles, beads, and other beautiful things. Venice became famous for its glass-blowers.
6. The Venetians believed that Saint Mark had brought good luck to their city, so they built a beautiful church in his name. People go from all over the world to Venice to see Saint Mark's Church, the Doge's Palace, the canals, the gondolas, and all the interesting Venetian sights.

From the topics below, choose the ones that best fit the paragraphs above. Write the number of the paragraph beside the topic which fits it.

- ☐ Glass blowing in Venice
- ☐ How Venice began
- ☐ The Doge
- ☐ St. Mark's Church
- ☐ The Bridge of Sighs
- ☐ Canals and Gondolas



THE CAPITAL OF CANADA

1. Probably there is no one in Grade Six who cannot locate Canada's Capital on the map. Just to refresh your memory, look for a moment at the map of Ontario and find the Ottawa River which is the northern boundary of the eastern part of the province. There you will see the city of Ottawa at the spot where two other rivers, the Rideau from the south, and the Gatineau from the north, flow into the Ottawa.
2. The first things you notice as you arrive in the city are the buildings on Parliament Hill. The tall Peace Tower can be seen from a long distance. In this tower hangs a set of fifty-three bells, called a carillon, whose sweet music often rings out over the city. The Houses of Parliament stand high on Parliament Hill overlooking the Ottawa River. Across the river is the city of Hull in the province of Quebec. The Parliament Buildings are very beautiful with many fine towers and monuments. The surrounding grounds are planted with trees and wonderfully colorful beds of flowers. When you visit Ottawa, you will enjoy spending some time walking around Parliament Hill and seeing all that makes it interesting.
3. A short distance to the east of the Parliament Buildings you will notice the copper roof, the towers and many windows of the famous hotel, the Chateau Laurier, named after Sir Wilfrid Laurier who was a beloved and noted French-speaking Prime Minister of Canada.
4. As you cross the bridge between Parliament Hill and the Chateau, your attention will be caught by the locks that connect the Rideau Canal with the Ottawa River. You will probably ask, "Where does this canal lead to?" It was built just after Canada and the United States had fought the War of 1812. Maybe the British Government thought there might sometime be another war, for this canal was built to carry British gunboats from the St. Lawrence River into Lake Ontario without being exposed to fire from the American Shore. This sounds strange to us now, for Canada and the United States have got along peacefully together for over a hundred years, and now war between the two countries would be unthinkable. Canada has come to consider the United States as one of her best friends among the nations. Look at your map, now, and see the route these British gunboats would take. The locks in Ottawa are necessary because the Ottawa River is much lower than the canal.
5. Now, a plan has been developed to enlarge and beautify the national capital. Ottawa was called Bytown in the early days and it was chosen to be the capital by Queen Victoria because of its natural beauty. The city has been greatly enlarged in recent years and in the future some of the factories, the Union Station, and the railways will be moved from the centre of the city to the edge. New bridges will be built across the rivers and the national parks increased in size and number. A national sports centre is planned, a new Art Gallery, a Zoo, and National Gardens. So altogether, in the future, Ottawa promises to be a still more interesting and beautiful city to visit.

As you read the foregoing description of Canada's capital you notice that each paragraph is about one particular fact or item of interest in connection with the city. That is, each paragraph has its topic. Decide what you think is the topic of each paragraph and write it below.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

armorial, surcoat, confusion, helm, pommel, persuade, cautiously,
yeomen, instant, visor, squire, rescue, suspiciously, direction,
scabbard, scattered, determination, chapmen, dialect,
gesticulating, expression, tarried, manor, franklins, separate,
boon, villein, convince, entrance, dungeon, attention, rampant,
hauberk, blazoned, amazingly, palfrey, violently, moat, siege,
agitated, postern, brilliant, fragrance.

In column 2 write the words that are commonly used today.

[illegible]

FINDING PROOF

In the story, *Adam and the Robbers*, which is found on pages 304 to 323 of *On the Beam*, find the sentences or phrases in the story that prove the following statements, and write them in the space provided. After writing your answer, indicate the page on which the answer is found. The first one is done for you.

1. The cost of living was much less in Adam's time than it is to-day. "Adam paid a penny out of the five still in his purse for his supper, and half a penny out for his half of the bed." page 304
2. The laws were not always obeyed in the King's forest.

-
-
3. The events of this story took place in late summer.

-
-
4. Adam had sharp eyes and noticed details carefully even in the excitement of the attack.

-
-
5. The three men with the knight were apparently not men of good character.

-
-
6. Daun William's servants were poorly armed.

-
-
7. Everyone thought of the valuable goods in the saddle-bags at the same time.

-
-
8. Adam thought and acted quickly when he was in a tight spot.

-
-
9. Adam was almost exhausted after his flight from the robbers.



10. Daun William hadn't kept his sword in very good condition.

11. The two chapmen were cowards.

12. In the thirteenth century, language in England was not the same in all parts of the country.

13. There were no mowing machines in those days.

14. If Adam had not lost his harp it would have been easier to get into the manor.

15. Adam was not easily discouraged.

16. It took several hours for Adam to get to see Sir Adam.

17. Sir Adam and the reeve knew what knight had a leopard on his crest.

18. Adam was proud to be riding with Sir Adam.

19. Adam wanted the young shepherd to see him.

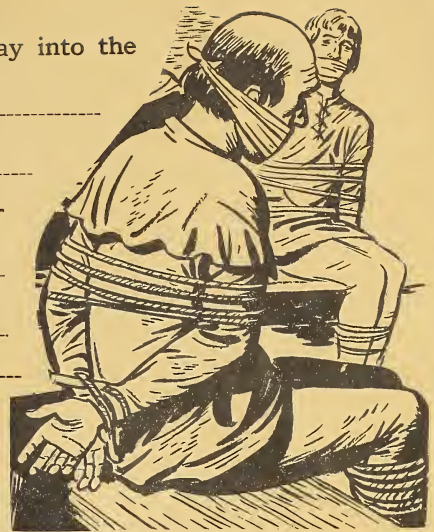
20. The porter who opened the door of Rideware Hall was frightened.

21. Adam didn't want to miss any of the excitement on the way into the house. _____

22. Time might have been saved if Daun William had been unbound first. _____

23. Robbery was punishable by death in those days. _____

Use after page 323. Skimming
Making inferences
Finding evidence



OPPOSITES

Column 2 contains words that are opposite in meaning to the words in Column 1. In Column 3 rewrite the words of Column 1 in alphabetical order. Now select from Column 2 the words that are opposite in meaning and write them in Column 4. The first one is done for you.

Column 1	Column 2	Column 3	Column 4
2 arrival	order	arrival	departure
12 suddenly	unsuspecting		
5 confusion	calm		
mean	quickly		
3 suspicious	appear		
10 silently	obedience		
14 vanish	departure		
8 hesitantly	despise		
7 drowsy	kindly		
6 deserted	gradually		
4 authority	gently		
9 admire	fresh		
13 violently	crowded		
11 stagnant	wakeful		
2 agitated	noisily		

Use after page 323.

WORDS THAT LOOK ALIKE

Here are some more words that look alike but have different meanings. Choose the correct one from each pair and write it in the blank space in the sentence.

1. { compete
complete Are you going to _____ in the school races?
2. { herd
herb The boys made as much noise as a _____ of cattle.
3. { joust
just It is a _____ law and must be obeyed.
4. { galley
gallery Seats in the _____ are high above the stage.
5. { courtesy
curtsey Alice made a deep _____ to the Queen.
6. { disport
dispose Will you please _____ of all this waste paper?
7. { lunge
lung John made a _____ at Robin Hood with his stick.
8. { villain
villein The _____ in the play killed the hero.
9. { boon
boom The king granted the knight a _____.
10. { eventually
eventful Much happened to Adam on this _____ day.
11. { conferring
converting The two men were _____ about the harvest.
12. { reeve
reef The ship struck a _____ and went down.
13. { tally
tarry I kept _____ on a card at the baseball game.
14. { palfrey
pilfer The princess rode through the town on a white _____.
15. { rampant
rampart The soldiers built a _____ of earth around the fort.
16. { blazon
blazing All the camp fires were _____ merrily.
17. { sparse
space Settlers were _____ in that lonely land.
18. { clatter
chatter A meal was in preparation and there was a great _____ of dishes in the kitchen.

The following statements are found in the story *Adam and the Robbers* on the page and in the paragraph indicated. In the space provided under each statement tell why you think the action or event told about in the statement took place. (Answer the question "Why?")

1. They rode along close together (paragraph 2, page 304).

2. It was not a swift progress (para. 3, p. 304).

3. The fallow deer stood motionless (para. 1, p. 305).

4. The law decreed that the trees should be cut back two hundred feet. (para. 1, p. 305).

5. The knight's visor was closed (para. 2, p. 306).

6. The knight nodded (para. 7, p. 306).

7. He doubled back (para. 2, p. 308).

8. The scabbard, which had been a pretty thing, was gone (para. 2, p. 310).

9. He ate "a little hesitantly, some of the fish and bread" (para. 2, p. 312).

10. The shepherd said, "Look out for apples" (para. 7, p. 312).

11. The village itself was deserted, except for a few mothers and babies and lame folk (para. 2, p. 314).

12. Both stiffened to attention (para. 2, p. 316).

13. Adam regretfully fell back (para. 6, p. 318).

14. Adam felt sorry for her (para. 5, p. 320).

CHOOSING THE RIGHT WORD

In each sentence cross out the wrong word, leaving the one which fits the meaning.

1. The class made a (postern, poster) to advertise the school fair.
2. Father (wares, wears) this old suit when he paints the garage.
3. At the zoo I saw a herd of (fallow, fellow) deer.
4. The leaves on the maple tree (quavered, quivered) gently.
5. The horse (roared, reared) up in fright at the explosion.
6. I felt very (gilded, guilty) after I told that lie.
7. The boys went (clattering, cluttering) noisily upstairs.
8. They made a loud (clamour, glamour) knocking on the door.
9. After our swim we had a picnic on the (beech, beach).
10. The hunter was soon hot on the (trial, trail) of the bear.
11. The dancers' faces glistened with (preparation, perspiration).
12. The fishing tug brought in a load of (herring, heron).
13. The knight lived in the same (manor, manner) as his equals.
14. The reapers were cutting the hay with great (scythes, sighs).
15. The material was red with white (strips, stripes).
16. The poor man was in a (violet, violent) temper.
17. His (disguise, disgust) was so good that no one knew him.

Use after page 323.

THE SWORD IN THE STONE

Many words and expression in *The Sword in the Stone* are not in common use these days. Rewrite the sentences and phrases below in language of to-day.

1. Merlin had so dealt that none save Uther and himself knew aught about him.

2. So the land stood long in great peril.

3. Whoso pulleth out the sword from this stone is born the rightful King of Britain.

4. God will doubtless make him known ere many days.

5. I will take with me the sword that sticketh in the stone.

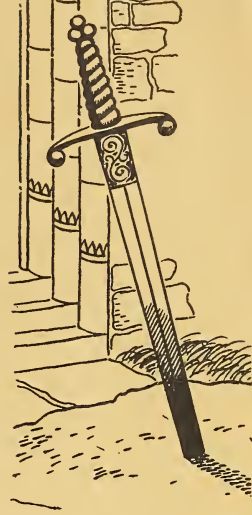
6. Whereat Sir Ector, turning to Arthur, said, "How gottest thou the sword?"

7. Yet was I loath to leave my brother swordless.

8. Bethinking me of this one I came hither eagerly to fetch it for him.

9. If this indeed be thus 'tis thou who shalt be King of all this land.

10. Alas! mine own dear father and my brother, why kneel ye thus to me?



11. Nay, . . . we are of no blood kinship with thee and little though I thought how high thy kin might be, yet wast thou never more than foster-child of mine.

12. If it be God's will that I be King hereafter, as thou sayest, desire of me whatever thing thou will and I will do it.

13. The barons, sorely vexed and angry, put it in delay till Easter.

Number the words below as they should stand if written in alphabetical order. When that is done, find in the Glossary of your Reader, or in your dictionary, the pronunciation and meaning of each word. Write them beside the word. The first word is done for you.

wizard

multitude

pacify

adventurous

renown

proclamation

witness

pavilion

homage

sovereign

dispute

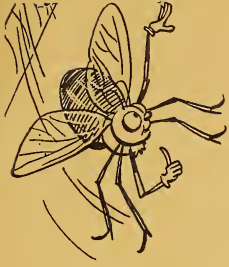
contrive

1. accord (ac cord) agreement

pomp

DIRECT AND INDIRECT NARRATION

Change the examples of Direct Narration to Indirect Narration. If you have forgotten the meaning of these terms turn back to page 49. The first sentence is done for you.



1. "Will you walk into my parlour?" said the Spider to the Fly. The Spider asked the Fly to walk into his parlour.
2. "Will you rest upon my little bed?" said the Spider to the Fly.

3. "We often heard it said, they never wake again who sleep upon your bed," said the Fly.

4. Said the cunning Spider, "What can I do to prove the warm affection I've always felt for you?"

5. Said the little Fly, "I've heard what's in your pantry."

6. "You're witty and you're wise," said the Spider to the Fly.

7. "I have a little looking-glass upon my parlour shelf," said the Spider.

8. "Bidding you good-morning now, I'll call another day," said the Fly.

9. "Your eyes are like the diamond bright, but mine are dull as lead," said the Spider to the Fly.

NIAGARA

If you were asked the name of the largest waterfall in the world what would you say? Niagara, without a doubt; and you would be wrong, because there are two other cataracts, one in South America and one in Africa, which are both higher and wider than Niagara. However Niagara is decidedly the most visited and most photographed waterfall on earth. More than two million people go to see it every year. When people from foreign countries visit America, one of the first things they want to see is Niagara Falls.

The first white man to look on this amazing sight was Father Hennepin, who saw it in 1678. If he could have photographed it at that time it would appear quite different from the Niagara of to-day. The edge of the Canadian, or Horseshoe Falls has been receding at the rate of five feet a year. But the deep hole in the centre of the horseshoe is still filled with dinning, deafening waters that cause a great cloud of rising mist which hides part of the Falls from view.

Niagara may be seen from many fine viewpoints. It is thrilling to stand and watch the thousands of tons of water endlessly hurling themselves over the 170-foot cliff. There have been daring people who have braved the hazards of the dangerous waters in spectacular ways. On more than one occasion a man has gone over the brink in a specially constructed barrel; and walking a tight rope across the eddying whirlpool has also been successfully accomplished. The famous little boat, *Maid of the Mist* pushes its way through the dangerous current to the very foot of the Falls, till it is almost hidden in spray and spume.

At night the whole astounding scene is lighted up with coloured searchlights—rose, blue, orange, and green—a most impressive sight. In the winter when the cataract is frozen solid, these coloured lights play on thousands of tons of icy, fairy castles instead of water.

True or false:

Put a circle beside the statements that are true and a cross beside those that are false.

- 1. Niagara is the biggest cataract in the world.
- 2. There is another waterfall in Europe greater than Niagara.
- 3. Niagara Falls has more visitors than any other waterfall.
- 4. The very first man ever to see Niagara was Father Hennepin.
- 5. The Falls have changed since 1678.
- 6. It is very hard to get a good view of the Falls.
- 7. The Falls are higher than a ten-storey building.
- 8. You will very likely get wet if you ride on the "Maid of the Mist".
- 9. It is no use going to the Falls at night because you could see nothing.
- 10. The water never stops rushing over the cliff the year round.

Find all the words in the poem, *The Cataract of Lodore* (page 362 of *On the Beam*) that lose an "e" in adding "ing". Put them in two columns in your workbook.

Example: sparkle sparkling

(There are about 37 such words altogether)

SINGULAR AND PLURAL

A noun that refers to one object or one person is said to be *singular*. In the sentence, "I always write with a *pen*", the word *pen* is singular.

In the sentence, "I have three *pens*", the word *pens* is *plural*. It refers to more than one object.

boy

girl

man

woman

child

chair

mouse

goose

The words at the left are used to refer to a single object only. Hence they are *singular*.

The words at the right refer to more than one object. They are *plural* words.

boys

girls

men

women

children

chairs

mice

geese

Here is a nonsense rhyme about *plural* words.

PLURALS

We'll begin with a *box* and the plural is *boxes*.

But the plural of *ox* should be *oxen*, not *oxes*.

Then one fowl is a *goose*, but two are called *geese*,

Yet the plural of *moose* should never be *meese*.

You may find a lone *mouse* or a whole set of *mice*,

Yet the plural of *house* is *houses* not *hice*.

If the plural of *man* is always called *men*,

Why shouldn't the plural of *pan* be called *pen*?

If I speak of a *foot* and you show me your *feet*,

And I give you a *boot*, would a pair be called *beet*?

If one is a *tooth* and a whole set are *teeth*,

Why should not the plural of *booth* be called *beeth*?

Then one may be *that*, and three would be *those*,

Yet *hat* in the plural wouldn't be *hose*,

And the plural of *cat* is *cats* and not *cose*.

We speak of a *brother* and also of *brethren*,

But though we say *Mother*, we never say *Methren*.

Then the masculine pronouns are *he*, *his*, and *him*,

But imagine the feminine *she*, *shis*, and *shim*!

So English, I fancy you all will agree,

Is the funniest language you ever did see.

Write the singular of each of the following plural words in the space under the word:

flies

lilies

foxes

bees

kisses

skies

gypsies

eyes



Sometimes a poet will change the usual form of a line in order to make it fit the rhyme or rhythm. This has been done many times in the poem, *King Canute*, by Thackeray. Some examples of this are given below. Change each line to its natural order and write this in the space provided. Then notice how much better the poet's arrangement suits the poem.

*Example He had reigned for years a score.
He had reigned for a score of years.*

1. Twixt the Chancellor and the Bishop walked the King with
steps sedate.

2. A frown his face contracted.

3. If to laugh the King was minded, out they burst in loud hee-haws.

4. 'Tis the heart and not the dinner, fool, that doth my rest impair.

5. With his wondrous skill in healing
Ne'er a doctor can compete.

6. Back the King and courtiers bore.

7. And his golden crown of empire
Never wore he from that day.

In the following pairs of lines, change the order of the second line to fit the rhyme and rhythm. Write it in the space provided.

1. "Not I," said the cow, "Moo, Moo,
I'd never do such a thing."

2. A lark is so brimful of gladness and love,
The blue sky above him, the green fields
below.

3. To whit! to whit! to whee!
Listen to me, will you?

4. Through the calm and frosty air
Of the bright and fair morning.

5. See the kitten, how she starts,
Crouches, paws and darts, stretches.

6. With a tiger-leap halfway,
Her coming prey now she meets.

7. Somewhere a little dog doth wait
By some garden gate, it may be.

8. Lazy sheep pray tell me why
You lie in the grassy fields.

9. Where the grass is fresh and fine
Go thou and dine, pretty cow.

10. The Golden crocus reaches up,
To catch in her cup, a sunbeam.

11. "Come, little leaves," said the wind one
day,
"Come" and they all came fluttering
down.

12. Soon fast asleep in their earthy beds,
Over their heads the snow laid a cover.

HOW MANY CAN YOU REMEMBER?

At the left are the names of characters who have important places in the stories and poems in *On the Beam*. In the space at the right, write the name of the story or poem in which each occurs. Try first with your book closed.

Bess	
Antonina	
Arthur	
Simon Smug	
Madomnoc	
Ylotte	

Sandy	
Gerald Carr	
Saint Gobnat	
Daun William	
Anselmo	
Martin Johnson	
Windle	
Colin Ross	
Robby	
David McAllister	
Fairlie	
Pietro	
Boculy	
Ikwah	
Will	
Sarah Smug	
Anahareo	
Nokomis	
Charlie	
Barbara Ann	
Helen Slater	
Stephen Durant	
Anna Bartos	
Julia	
Mr. Prinski	
MerktoShar	
Jan Novak	



1.



2.



3.



5.



4.



6.



7.



8.



9.



10.

Can you name these characters?

The illustrations above are pictures of characters in some of the stories of **On the Beam**. Write the names in the spaces provided.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

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